**LESSON 1A** 

1111

Also called the Student Reading Wall, the steps below incorporate memorization techniques for dramatically improved learning of Grade Level Reading Vocabulary

**REVIEW Grade 2** Short a

#### that flag can't has and ran

**DIRECTIONS FOR STUDENT READING WALL** – Tape sheets side-by-side along a wall 3 feet off the floor. Follow the 4 Steps below. To view video of the process go to www.tampareads.com/video

#### STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the color-coded sound in each word in the left column. These are usually vowel sounds. To review the sounds see file #15A at the members page at ReadingKey.com

#### STEP 2 - STOP AT THE VOWEL SOUND

Next, have your student say the sounds made by the letters only up to the vowel sound (typically the beginning consonant and vowel sound blended together - ca - fa - etc.). Some lists contain other common sounds or spelling patterns which have been color-coded.

#### STEP 3 - READ EACH WORD SLOWLY

After successfully doing the "Stop at the Vowel Sound" technique with each word, the student now tries to say each complete word in the left column slowly. If an error is made, stop your student - discuss the mistake - then start again from the top. When the student can read the left column words from top to bottom with no errors, proceed to STEP 4 Fluency Practice. NOTE: If the last "boxed" word significantly slows student progress you can skip this word and study separately. The boxed word is called the "Word of the Day" and usually does not follow the phonics rules or is difficult for students to learn.

#### STEP 4 – FLUENCY PRACTICE

This step <u>dramatically</u> improves mastery of the list words. Use a stopwatch or watch timer to "time" how fast your student can say the list words in the left column below. Tell your student that when they say the first word you will then begin timing. When the column of words is read without an error, have your student place an "X" in the correct time box in the "L" column in the Fluency Time Chart below. If your student makes an error while being timed, stop and discuss the error and begin again from the top. When a mastery time of 4 seconds (or faster) is reached have your student read the right "R" column of words. Skip Steps 1 and 2 for the right column and have the student read the column words slowly and then begin timing. The right column words are the same as in the left column but in a different order and without the color-coded sound helper. When a mastery time of 4 or less seconds is reached again, congratulate your student and move to the next LESSON. On the following day come back and test your student on the list words across the top of this page, you'll then see the words have been truly mastered!

## Fluency Time Chart

Place "X" in box after timing student on words

| am            | and          | "R" i                | s for sa<br>s for sa | ying r | ight c | olumr      | word | ds         |            |
|---------------|--------------|----------------------|----------------------|--------|--------|------------|------|------------|------------|
|               |              | The 3 s<br>To record |                      |        |        |            |      |            | 9          |
| and           | am           | Calling              | R                    |        | L      | R          |      | L          | R          |
| and           | am           | Ceiling 4.           | 0 4.0                |        | 4.0    | 4.0        |      | 4.0        | 4.0        |
|               |              | 4.                   |                      |        | 4.1    | 4.1        |      | 4.1        | 4.1        |
| 10.5.15       | 1            | 4.                   |                      | _      | 4.2    | 4.2        |      | 4.2        | 4.2        |
| ran           | has          | 4.                   | -                    | _      | 4.3    | 4.3        |      | 4.4        | 4.4        |
|               | 1166         | 4.                   |                      | _      | 4.4    | 4.4        |      | 4.4        | 4.4        |
|               |              | 4.                   | 6 4.6                | -      | 4.6    | 4.6        |      | 4.6        | 4.6        |
| has           | ron          | 4.                   | 7 4.7                |        | 4.7    | 4.7        |      | 4.7        | 4.7        |
| 1145          | ran          | 4.                   |                      | _      | 4.8    | 4.8        |      | 4.8        | 4.8        |
|               |              | 4.                   |                      |        | 4.9    | 4.9        |      | 4.9        | 4.9<br>5.0 |
| .1            | • ,          | 5.                   |                      |        | 5.0    | 5.0<br>5.1 |      | 5.0<br>5.1 | 5.0        |
| that          | can't        | 5.                   | 2 5.2                |        | 5.2    | 5.2        |      | 5.2        | 5.2        |
| titut         | Can          | 5.                   |                      |        | 5.3    | 5.3        |      | 5.3        | 5.3        |
|               |              | 5.<br>5.             |                      | -      | 5.4    | 5.4        |      | 5.4        | 5.4        |
| $fl_{\alpha}$ | $f1_{\circ}$ | 5.                   |                      | _      | 5.5    | 5.5        |      | 5.5<br>5.6 | 5.5<br>5.6 |
| Hag           | Hag          | 5.                   |                      |        | 5.7    | 5.7        |      | 5.7        | 5.7        |
| 8             | 8            | 5.                   | 5.8                  |        | 5.8    | 5.8        |      | 5.8        | 5.8        |
| flag<br>can't | flag<br>that | 5.                   |                      |        | 5.9    | 5.9        |      | 5.9        | 5.9        |
| can't         | that         | 7                    |                      | _      | 6<br>7 | 7          |      | 6<br>7     | 6<br>7     |
| Can           | urat         | - / E                |                      | 1      | 8      | 8          |      | 8          | 8          |
|               |              | 10                   | + 10+                | 1      | 10+    | 10+        |      | 10+        | 10+        |
|               |              | Initiala             | -                    | 1      |        |            | Ī '  |            |            |

**LESSON 1B** 

Also called the Student Reading Wall, the steps below incorporate memorization techniques for dramatically improved learning of Grade Level Reading Vocabulary

**REVIEW Grade 2** Short e

# get yes wet went best never

**DIRECTIONS FOR STUDENT READING WALL** – Tape sheets side-by-side along a wall 3 feet off the floor. Follow the 4 Steps below. To view video of the process go to www.tampareads.com/video

#### STEP 1 - TEACH THE VOWEL SOUND

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#### STEP 2 - STOP AT THE VOWEL SOUND

Next, have your student say the sounds made by the letters only up to the vowel sound (typically the beginning consonant and vowel sound blended together - ca - fa - etc.). Some lists contain other common sounds or spelling patterns which have been color-coded.

#### STEP 3 - READ EACH WORD SLOWLY

After successfully doing the "Stop at the Vowel Sound" technique with each word, the student now tries to say each complete word in the left column slowly. If an error is made, stop your student - discuss the mistake - then start again from the top. When the student can read the left column words from top to bottom with no errors, proceed to STEP 4 Fluency Practice. NOTE: If the last "boxed" word significantly slows student progress you can skip this word and study separately. The boxed word is called the "Word of the Day" and usually does not follow the phonics rules or is difficult for students to learn.

#### STEP 4 – FLUENCY PRACTICE

This step <u>dramatically</u> improves mastery of the list words. Use a stopwatch or watch timer to "time" how fast your student can say the list words in the left column below. Tell your student that when they say the first word you will then begin timing. When the column of words is read without an error, have your student place an "X" in the correct time box in the "L" column in the Fluency Time Chart below. If your student makes an error while being timed, stop and discuss the error and begin again from the top. When a mastery time of 4 seconds (or faster) is reached have your student read the right "R" column of words. Skip Steps 1 and 2 for the right column and have the student read the column words slowly and then begin timing. The right column words are the same as in the left column but in a different order and without the color-coded sound helper. When a mastery time of 4 or less seconds is reached again, congratulate your student and move to the next LESSON. On the following day come back and test your student on the list words across the top of this page, you'll then see the words have been truly mastered!

## **Fluency Time Chart**

| red        | never             | The 3 sections can be used f |                                 |                                 |        |                                 |                                 |         |                                 |                                 |
|------------|-------------------|------------------------------|---------------------------------|---------------------------------|--------|---------------------------------|---------------------------------|---------|---------------------------------|---------------------------------|
| get        | best              | To rec                       | cord ti                         | R<br>4.0                        | or cla | <b>L</b> 4.0                    | e cha<br>R<br>4.0               | rt in F | <b>L</b> 4.0                    | 9<br>R<br>4.0                   |
| yes<br>wet | went              |                              | 4.1<br>4.2<br>4.3<br>4.4<br>4.5 | 4.1<br>4.2<br>4.3<br>4.4<br>4.5 |        | 4.1<br>4.2<br>4.3<br>4.4<br>4.5 | 4.1<br>4.2<br>4.3<br>4.4<br>4.5 |         | 4.1<br>4.2<br>4.3<br>4.4<br>4.5 | 4.1<br>4.2<br>4.3<br>4.4<br>4.5 |
| wet        | wet               |                              | 4.6<br>4.7<br>4.8<br>4.9        | 4.6<br>4.7<br>4.8<br>4.9        |        | 4.6<br>4.7<br>4.8<br>4.9        | 4.6<br>4.7<br>4.8<br>4.9        |         | 4.6<br>4.7<br>4.8<br>4.9<br>5.0 | 4.6<br>4.7<br>4.8<br>4.9<br>5.0 |
| went       | yes               |                              | 5.1<br>5.2<br>5.3<br>5.4        | 5.1<br>5.2<br>5.3<br>5.4        |        | 5.1<br>5.2<br>5.3<br>5.4        | 5.1<br>5.2<br>5.3<br>5.4        |         | 5.1<br>5.2<br>5.3<br>5.4        | 5.1<br>5.2<br>5.3<br>5.4        |
| best       | yes<br>get<br>red |                              | 5.5<br>5.6<br>5.7<br>5.8<br>5.9 | 5.5<br>5.6<br>5.7<br>5.8<br>5.9 |        | 5.5<br>5.6<br>5.7<br>5.8<br>5.9 | 5.5<br>5.6<br>5.7<br>5.8<br>5.9 |         | 5.5<br>5.6<br>5.7<br>5.8<br>5.9 | 5.5<br>5.6<br>5.7<br>5.8<br>5.9 |
| never      | red               | Initials                     | 6<br>7<br>8<br>10+              | 6<br>7<br>8<br>10+              |        | 6<br>7<br>8<br>10+              | 6<br>7<br>8<br>10+              |         | 6<br>7<br>8<br>10+              | 6<br>7<br>8<br>10+              |

**LESSON 1C** 

Also called the *Student Reading Wall*, the steps below incorporate memorization techniques for dramatically improved learning of Grade Level Reading Vocabulary

REVIEW Grade 2 Short i

## if it his will with this wish

**DIRECTIONS FOR STUDENT READING WALL** – Tape sheets side-by-side along a wall 3 feet off the floor. Follow the 4 Steps below. To view video of the process go to <a href="https://www.tampareads.com/video">www.tampareads.com/video</a>

#### STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the color-coded sound in each word in the left column. These are usually vowel sounds. To review the sounds see file #15A at the members page at ReadingKey.com

#### STEP 2 - STOP AT THE VOWEL SOUND

Next, have your student say the sounds made by the letters only up to the vowel sound (typically the beginning consonant and vowel sound blended together - ca - fa – etc.). Some lists contain other common sounds or spelling patterns which have been color-coded.

#### STEP 3 - READ EACH WORD SLOWLY

After successfully doing the "Stop at the Vowel Sound" technique with each word, the student now tries to say each complete word in the **left** column slowly. If an error is made, stop your student – discuss the mistake - then start again from the top. When the student can read the left column words from top to bottom with no errors, proceed to STEP 4 Fluency Practice. NOTE: If the last "boxed" word significantly slows student progress you can skip this word and study separately. The boxed word is called the "Word of the Day" and usually does not follow the phonics rules or is difficult for students to learn.

#### STEP 4 – FLUENCY PRACTICE

This step <u>dramatically</u> improves mastery of the list words. Use a stopwatch or watch timer to "time" how fast your student can say the list words in the left column below. Tell your student that when they say the first word you will then begin timing. When the column of words is read without an error, have your student place an "X" in the correct time box in the "L" column in the Fluency Time Chart below. If your student makes an error while being timed, stop and discuss the error and begin again from the top. When a mastery time of 4 seconds (or faster) is reached have your student read the right "R" column of words. Skip Steps 1 and 2 for the right column and have the student read the column words slowly and then begin timing. The right column words are the same as in the left column but in a different order and without the color-coded sound helper. When a mastery time of 4 or less seconds is reached again, congratulate your student and move to the next LESSON. On the following day come back and test your student on the list words across the top of this page, you'll then see the words have been truly mastered!

## **Fluency Time Chart**

Place "X" in box after timing student on words
"L" is for saying left column words
"R" is for saying right column words
The 3 sections can be used for 3 students

|  | The 3 sections can be used for 3 students To record times for class use chart in File #19 |            |     |        |     |     |   |     |     |  |  |  |  |  |
|--|---|------------|-----|--------|-----|-----|---|-----|-----|--|--|--|--|--|
| 12.1   | 10 1600   | L          | R   | Ji Cia | L   | R   |   | L   | R   |  |  |  |  |  |
| his  | Ceiling   |            |     |        |     |     |   |     |     |  |  |  |  |  |
|  |   | 4.0        | 4.0 |        | 4.0 | 4.0 |   | 4.0 | 4.0 |  |  |  |  |  |
|  |   | 4.1        | 4.1 |        | 4.1 | 4.1 |   | 4.1 | 4.1 |  |  |  |  |  |
| with   |   | 4.2        | 4.2 |        | 4.2 | 4.2 |   | 4.2 | 4.2 |  |  |  |  |  |
| $\boldsymbol{\mathcal{N}}$ 1TN               |   | 4.3        | 4.3 |        | 4.3 | 4.3 |   | 4.3 | 4.3 |  |  |  |  |  |
| /  |   | 4.4        | 4.4 |        | 4.4 | 4.4 |   | 4.4 | 4.4 |  |  |  |  |  |
|  |   | 4.5        | 4.5 |        | 4.5 | 4.5 |   | 4.5 | 4.5 |  |  |  |  |  |
| 11   |   | 4.6<br>4.7 | 4.6 |        | 4.6 | 4.6 |   | 4.6 | 4.6 |  |  |  |  |  |
| will   |   | 4.7        | 4.7 |        | 4.7 | 4.7 |   | 4.7 | 4.7 |  |  |  |  |  |
| <b>/                                    </b> |   | 4.9        | 4.9 |        | 4.9 | 4.9 |   | 4.9 | 4.9 |  |  |  |  |  |
|  |   | 5.0        | 5.0 |        | 5.0 | 5.0 |   | 5.0 | 5.0 |  |  |  |  |  |
| •  |   | 5.1        | 5.1 |        | 5.1 | 5.1 |   | 5.1 | 5.1 |  |  |  |  |  |
| <b>11S</b>                                   |   | 5.2        | 5.2 |        | 5.2 | 5.2 |   | 5.2 | 5.2 |  |  |  |  |  |
| 110  |   | 5.3        | 5.3 |        | 5.3 | 5.3 |   | 5.3 | 5.3 |  |  |  |  |  |
|  |   | 5.4        | 5.4 |        | 5.4 | 5.4 |   | 5.4 | 5.4 |  |  |  |  |  |
| 4  |   | 5.5        | 5.5 |        | 5.5 | 5.5 |   | 5.5 | 5.5 |  |  |  |  |  |
| $\mathbf{t}$                                 |   | 5.6        | 5.6 |        | 5.6 | 5.6 |   | 5.6 | 5.6 |  |  |  |  |  |
| . <b>L</b>                                   |   | 5.7        | 5.7 |        | 5.7 | 5.7 |   | 5.7 | 5.7 |  |  |  |  |  |
|  |   | 5.8        | 5.8 |        | 5.8 | 5.8 |   | 5.8 | 5.8 |  |  |  |  |  |
|  |   | 5.9        | 5.9 |        | 5.9 | 5.9 |   | 5.9 | 5.9 |  |  |  |  |  |
| +  | -   | 6          | 6   |        | 6   | 6   |   | 6   | 6   |  |  |  |  |  |
| .1   | ļ   | 7          | 7   |        | 7   | 7   |   | 7   | 7   |  |  |  |  |  |
|  |   | 8          | 8   |        | 8   | 8   |   | 8   | 8   |  |  |  |  |  |
|  | Initials  | 10+        | 10+ |        | 10+ | 10+ |   | 10+ | 10+ |  |  |  |  |  |
|  | iriidais  |            |     |        |     |     | l |     |     |  |  |  |  |  |

if wish it this with will with his it wish if

LESSON 1D

Also called the Student Reading Wall, the steps below incorporate memorization techniques for dramatically improved learning of Grade Level Reading Vocabulary

**REVIEW Grade 2** Short o

#### off long rock drop got top wrong

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#### STEP 4 – FLUENCY PRACTICE

This step <u>dramatically</u> improves mastery of the list words. Use a stopwatch or watch timer to "time" how fast your student can say the list words in the left column below. Tell your student that when they say the first word you will then begin timing. When the column of words is read without an error, have your student place an "X" in the correct time box in the "L" column in the Fluency Time Chart below. If your student makes an error while being timed, stop and discuss the error and begin again from the top. When a mastery time of 4 seconds (or faster) is reached have your student read the right "R" column of words. Skip Steps 1 and 2 for the right column and have the student read the column words slowly and then begin timing. The right column words are the same as in the left column but in a different order and without the color-coded sound helper. When a mastery time of 4 or less seconds is reached again, congratulate your student and move to the next LESSON. On the following day come back and test your student on the list words across the top of this page, you'll then see the words have been truly mastered!

## Fluency Time Chart

Place "X" in box after timing student on words

| got           | top    |          | is fc | or say | ying lo | ght c | olumr | n word  | ls       |     |
|---------------|--------|----------|-------|--------|---------|-------|-------|---------|----------|-----|
|               |        | To reco  |       |        | or clas | ss us |       | rt in F |          |     |
| top           | got    | Ceiling  | L     | R      |         | L     | R     |         | L        | R   |
| ιορ           | got    | ŭ 📙      | 3.0   | 3.0    |         | 3.0   | 3.0   |         | 3.0      | 3.0 |
|               |        |          | 3.1   | 3.1    |         | 3.1   | 3.1   |         | 3.1      | 3.1 |
| off           |        |          | 3.2   | 3.2    |         | 3.2   | 3.2   |         | 3.2      | 3.2 |
| <b>O</b> TT   | wrong  |          | 3.3   | 3.3    |         | 3.3   | 3.3   |         | 3.3      | 3.3 |
| VII           | wrong  |          | 3.4   | 3.4    |         | 3.4   | 3.4   |         | 3.4      | 3.4 |
|               |        |          | 3.5   | 3.5    |         | 3.5   | 3.5   |         | 3.5      | 3.5 |
| 1             | 1      |          | 3.6   | 3.6    |         | 3.6   | 3.6   |         | 3.6      | 3.6 |
| long          | drop   |          | 3.8   | 3.8    |         | 3.8   | 3.8   |         | 3.8      | 3.8 |
| 10115         | arop   |          | 3.9   | 3.9    |         | 3.9   | 3.9   |         | 3.9      | 3.9 |
|               |        |          | 4.0   | 4.0    |         | 4.0   | 4.0   |         | 4.0      | 4.0 |
| 40001-        | 40.01- |          | 4.1   | 4.1    |         | 4.1   | 4.1   |         | 4.1      | 4.1 |
| rock          | rock   |          | 4.2   | 4.2    |         | 4.2   | 4.2   |         | 4.2      | 4.2 |
|               |        |          | 4.3   | 4.3    |         | 4.3   | 4.3   |         | 4.3      | 4.3 |
|               |        |          | 4.4   | 4.4    |         | 4.4   | 4.4   |         | 4.4      | 4.4 |
| dron          | 1000   |          | 4.6   | 4.6    |         | 4.6   | 4.6   |         | 4.6      | 4.6 |
| drop          | long   |          | 4.7   | 4.7    |         | 4.7   | 4.7   |         | 4.7      | 4.7 |
| I I           |        |          | 4.8   | 4.8    |         | 4.8   | 4.8   |         | 4.8      | 4.8 |
|               |        |          | 4.9   | 4.9    |         | 4.9   | 4.9   |         | 4.9      | 4.9 |
| TURONO        | off    |          | 5     | 5      |         | 5     | 5     |         | 5        | 5   |
| wrong         | OH     | -        | 6     | 6      |         | 6     | 6     |         | 6        | 6   |
| $\mathcal{O}$ |        | -        | 7     | 7      |         | 7     | 7     |         | 7        | 7   |
|               |        | Initials | U     | U      |         | υ     | Ü     |         | U        | , o |
|               |        |          |       |        | ı l     |       |       | ı       | <u> </u> |     |

**LESSON 1E** 

Also called the Student Reading Wall, the steps below incorporate memorization techniques for dramatically improved learning of Grade Level Reading Vocabulary

**REVIEW Grade 2** Short u

#### such thumb jump just us run

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#### STEP 2 - STOP AT THE VOWEL SOUND

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### STEP 3 - READ EACH WORD SLOWLY

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#### STEP 4 – FLUENCY PRACTICE

This step <u>dramatically</u> improves mastery of the list words. Use a stopwatch or watch timer to "time" how fast your student can say the list words in the left column below. Tell your student that when they say the first word you will then begin timing. When the column of words is read without an error, have your student place an "X" in the correct time box in the "L" column in the Fluency Time Chart below. If your student makes an error while being timed, stop and discuss the error and begin again from the top. When a mastery time of 4 seconds (or faster) is reached have your student read the right "R" column of words. Skip Steps 1 and 2 for the right column and have the student read the column words slowly and then begin timing. The right column words are the same as in the left column but in a different order and without the color-coded sound helper. When a mastery time of 4 or less seconds is reached again, congratulate your student and move to the next LESSON. On the following day come back and test your student on the list words across the top of this page, you'll then see the words have been truly mastered!

## Fluency Time Chart

Place "X" in box after timing student on words

| up                          | jump  | "        | R" is f    | or say | ying l          | ight c | olumr  | word | ds     |        |
|-----------------------------|-------|----------|------------|--------|-----------------|--------|--------|------|--------|--------|
|                             |       | To rec   |            |        | can b<br>or cla |        |        |      |        | 9      |
| 110                         | run   |          | L          | R      |                 | L      | R      |      | L      | R      |
| us                          | run   | Ceiling  | 4.0        | 4.0    |                 | 4.0    | 4.0    |      | 4.0    | 4.0    |
|                             |       |          | 4.0        | 4.0    |                 | 4.0    | 4.0    |      | 4.0    | 4.0    |
|                             |       |          | 4.2        | 4.2    |                 | 4.2    | 4.2    |      | 4.2    | 4.2    |
| run                         | us    |          | 4.3        | 4.3    |                 | 4.3    | 4.3    |      | 4.3    | 4.3    |
| IUII                        | us    |          | 4.4        | 4.4    |                 | 4.4    | 4.4    |      | 4.4    | 4.4    |
|                             |       |          | 4.5        | 4.5    |                 | 4.5    | 4.5    |      | 4.5    | 4.5    |
| •                           |       |          | 4.6<br>4.7 | 4.6    |                 | 4.6    | 4.6    |      | 4.6    | 4.6    |
| jump                        | up    |          | 4.8        | 4.8    |                 | 4.8    | 4.8    |      | 4.8    | 4.8    |
| Julip                       | a p   |          | 4.9        | 4.9    |                 | 4.9    | 4.9    |      | 4.9    | 4.9    |
|                             |       |          | 5.0        | 5.0    |                 | 5.0    | 5.0    |      | 5.0    | 5.0    |
| 11104                       | thumb |          | 5.1        | 5.1    |                 | 5.1    | 5.1    |      | 5.1    | 5.1    |
| IUSt                        | thumb |          | 5.2        | 5.2    |                 | 5.2    | 5.2    |      | 5.2    | 5.2    |
| j <mark>u</mark> st<br>such |       |          | 5.3<br>5.4 | 5.3    |                 | 5.3    | 5.3    |      | 5.3    | 5.3    |
|                             | _     |          | 5.5        | 5.5    |                 | 5.5    | 5.5    |      | 5.5    | 5.5    |
| cuch                        | such  |          | 5.6        | 5.6    |                 | 5.6    | 5.6    |      | 5.6    | 5.6    |
| Such                        | Sucii |          | 5.7        | 5.7    |                 | 5.7    | 5.7    |      | 5.7    | 5.7    |
|                             |       |          | 5.8        | 5.8    |                 | 5.8    | 5.8    |      | 5.8    | 5.8    |
| .1 1                        | •     |          | 5.9        | 5.9    |                 | 5.9    | 5.9    |      | 5.9    | 5.9    |
| thumb                       | just  |          | 6<br>7     | 6<br>7 |                 | 6<br>7 | 6<br>7 |      | 6<br>7 | 6<br>7 |
| uiuiiio                     | just  |          | 8          | 8      |                 | 8      | 8      |      | 8      | 8      |
|                             | _     |          | 10+        | 10+    |                 | 10+    | 10+    |      | 10+    | 10+    |
|                             |       | Initials |            |        | ]               |        |        |      |        |        |
|                             |       |          |            |        |                 |        |        |      |        |        |

**LESSON 2A** 

Also called the Student Reading Wall, the steps below incorporate memorization techniques for dramatically improved learning of Grade Level Reading Vocabulary

**REVIEW Grade 2** Long Vowels

#### three read road day say

DIRECTIONS FOR STUDENT READING WALL - Tape sheets side-by-side along a wall 3 feet off the floor. Follow the 4 Steps below. To view video of the process go to www.tampareads.com/video

#### STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the color-coded sound in each word in the left column. These are usually vowel sounds. To review the sounds see file #15A at the members page at ReadingKey.com

#### STEP 2 - STOP AT THE VOWEL SOUND

Next, have your student say the sounds made by the letters only up to the vowel sound (typically the beginning consonant and vowel sound blended together - ca - fa - etc.). Some lists contain other common sounds or spelling patterns which have been color-coded.

#### STEP 3 - READ EACH WORD SLOWLY

After successfully doing the "Stop at the Vowel Sound" technique with each word, the student now tries to say each complete word in the left column slowly. If an error is made, stop your student - discuss the mistake - then start again from the top. When the student can read the left column words from top to bottom with no errors, proceed to STEP 4 Fluency Practice. NOTE: If the last "boxed" word significantly slows student progress you can skip this word and study separately. The boxed word is called the "Word of the Day" and usually does not follow the phonics rules or is difficult for students to learn.

raad

#### STEP 4 – FLUENCY PRACTICE

This step <u>dramatically</u> improves mastery of the list words. Use a stopwatch or watch timer to "time" how fast your student can say the list words in the left column below. Tell your student that when they say the first word you will then begin timing. When the column of words is read without an error, have your student place an "X" in the correct time box in the "L" column in the Fluency Time Chart below. If your student makes an error while being timed, stop and discuss the error and begin again from the top. When a mastery time of 4 seconds (or faster) is reached have your student read the right "R" column of words. Skip Steps 1 and 2 for the right column and have the student read the column words slowly and then begin timing. The right column words are the same as in the left column but in a different order and without the color-coded sound helper. When a mastery time of 4 or less seconds is reached again, congratulate your student and move to the next LESSON. On the following day come back and test your student on the list words across the top of this page, you'll then see the words have been truly mastered!

## Fluency Time Chart

Place "X" in box after timing student on words "L" is for saving left column words

|            | Toau          | "             | R" is f    | or say   | ying ri | eft co<br>ight c | olumr      | word | ds       |            |
|------------|---------------|---------------|------------|----------|---------|------------------|------------|------|----------|------------|
|            |               | The<br>To rec |            |          |         | e use            |            |      |          | 9          |
| throo      | rand          |               | L          | R        | OI OIG  | L                | R          |      | L        | R          |
| three      | read          | Ceiling       |            |          |         |                  |            |      |          |            |
|            |               |               | 4.0<br>4.1 | 4.0      |         | 4.0              | 4.0        |      | 4.0      | 4.0        |
| 4          | . •           |               | 4.2        | 4.2      |         | 4.2              | 4.2        |      | 4.2      | 4.2        |
| read       | three         |               | 4.3        | 4.3      |         | 4.3              | 4.3        |      | 4.3      | 4.3        |
| 1 Cau      | tillec        |               | 4.4        | 4.4      |         | 4.4              | 4.4        |      | 4.4      | 4.4        |
|            |               |               | 4.5        | 4.5      |         | 4.5              | 4.5        |      | 4.5      | 4.5        |
| 1          | •             |               | 4.6<br>4.7 | 4.6      |         | 4.6              | 4.6        |      | 4.6      | 4.6        |
| road       | rain          |               | 4.8        | 4.8      |         | 4.8              | 4.8        |      | 4.8      | 4.8        |
|            | I WIII        |               | 4.9        | 4.9      |         | 4.9              | 4.9        |      | 4.9      | 4.9        |
|            |               |               | 5.0        | 5.0      |         | 5.0              | 5.0        |      | 5.0      | 5.0        |
| COTT       | <b>n</b> 1017 |               | 5.1        | 5.1      |         | 5.1              | 5.1        |      | 5.1      | 5.1        |
| Sav        | Diay          |               | 5.2<br>5.3 | 5.2      |         | 5.2<br>5.3       | 5.2        |      | 5.2      | 5.2        |
| say<br>day | play<br>day   |               | 5.4        | 5.4      |         | 5.4              | 5.4        |      | 5.4      | 5.4        |
| •          | 4             |               | 5.5        | 5.5      |         | 5.5              | 5.5        |      | 5.5      | 5.5        |
| $d_{2V}$   | dav           |               | 5.6        | 5.6      |         | 5.6              | 5.6        |      | 5.6      | 5.6        |
| uay        | uay           |               | 5.7        | 5.7      |         | 5.7              | 5.7        |      | 5.7      | 5.7        |
| •          |               |               | 5.8<br>5.9 | 5.8      |         | 5.8<br>5.9       | 5.8<br>5.9 |      | 5.8      | 5.8<br>5.9 |
| play       | say           |               | 5.9<br>6   | 5.9<br>6 |         | 5.9              | 5.9<br>6   |      | 5.9<br>6 | 6          |
| nlav       | SAV           |               | 7          | 7        |         | 7                | 7          |      | 7        | 7          |
| r          |               |               | 8          | 8        |         | 8                | 8          |      | 8        | 8          |
|            |               |               | 10+        | 10+      |         | 10+              | 10+        |      | 10+      | 10+        |
|            |               | Initials      |            |          |         | i                |            |      |          |            |

**LESSON 2B** 

Also called the Student Reading Wall, the steps below incorporate memorization techniques for dramatically improved learning of Grade Level Reading Vocabulary

**REVIEW Grade 2** Final-e Rule

#### home here make time while write name

DIRECTIONS FOR STUDENT READING WALL - Tape sheets side-by-side along a wall 3 feet off the floor. Follow the 4 Steps below. To view video of the process go to www.tampareads.com/video

#### STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the color-coded sound in each word in the left column. These are usually vowel sounds. To review the sounds see file #15A at the members page at ReadingKey.com

#### STEP 2 - STOP AT THE VOWEL SOUND

Next, have your student say the sounds made by the letters only up to the vowel sound (typically the beginning consonant and vowel sound blended together - ca - fa - etc.). Some lists contain other common sounds or spelling patterns which have been color-coded.

#### STEP 3 - READ EACH WORD SLOWLY

After successfully doing the "Stop at the Vowel Sound" technique with each word, the student now tries to say each complete word in the left column slowly. If an error is made, stop your student - discuss the mistake - then start again from the top. When the student can read the left column words from top to bottom with no errors, proceed to STEP 4 Fluency Practice. NOTE: If the last "boxed" word significantly slows student progress you can skip this word and study separately. The boxed word is called the "Word of the Day" and usually does not follow the phonics rules or is difficult for students to learn.

#### STEP 4 – FLUENCY PRACTICE

This step <u>dramatically</u> improves mastery of the list words. Use a stopwatch or watch timer to "time" how fast your student can say the list words in the left column below. Tell your student that when they say the first word you will then begin timing. When the column of words is read without an error, have your student place an "X" in the correct time box in the "L" column in the Fluency Time Chart below. If your student makes an error while being timed, stop and discuss the error and begin again from the top. When a mastery time of 4 seconds (or faster) is reached have your student read the right "R" column of words. Skip Steps 1 and 2 for the right column and have the student read the column words slowly and then begin timing. The right column words are the same as in the left column but in a different order and without the color-coded sound helper. When a mastery time of 4 or less seconds is reached again, congratulate your student and move to the next LESSON. On the following day come back and test your student on the list words across the top of this page, you'll then see the words have been truly mastered!

### Fluency Time Chart

Place "X" in box after timing student on words "L" is for saving left column words

| name   | make                                    | "F       | L" is f    | for sa<br>or say | ying l<br>ying ri | eft co<br>ght co | lumn<br>olumr | words<br>word | s<br>Is    | S   |
|--------|---|----------|------------|------------------|-------------------|------------------|---------------|---------------|------------|-----|
|        |   | To rec   |            |                  | can b<br>or cla   |                  |               |               |            | 9   |
| home   | here                                    |          | L          | R                |                   | L                | R             |               | L          | R   |
|        | 11616                                   | Ceiling  | 4.0        | 4.0              |                   | 4.0              | 4.0           |               | 4.0        | 4.0 |
|        |   |          | 4.0        | 4.0              |                   | 4.0              | 4.0           |               | 4.1        | 4.1 |
| 1      | 1                                       |          | 4.2        | 4.2              |                   | 4.2              | 4.2           |               | 4.2        | 4.2 |
| here   | home                                    |          | 4.3        | 4.3              |                   | 4.3              | 4.3           |               | 4.3        | 4.3 |
|        |   |          | 4.4<br>4.5 | 4.4              |                   | 4.4              | 4.4           |               | 4.4        | 4.4 |
|        |   |          | 4.6        | 4.6              |                   | 4.6              | 4.6           |               | 4.6        | 4.6 |
| m 01z0 | nomo                                    |          | 4.7        | 4.7              |                   | 4.7              | 4.7           |               | 4.7        | 4.7 |
| make   | name                                    |          | 4.8        | 4.8              |                   | 4.8              | 4.8           |               | 4.8        | 4.8 |
|        |   |          | 4.9        | 4.9              |                   | 4.9              | 4.9           |               | 4.9        | 4.9 |
|        | • .                                     |          | 5.0<br>5.1 | 5.0<br>5.1       |                   | 5.0<br>5.1       | 5.0<br>5.1    |               | 5.0<br>5.1 | 5.0 |
| time   | write                                   |          | 5.2        | 5.2              |                   | 5.2              | 5.2           |               | 5.2        | 5.2 |
|        | WIILC                                   |          | 5.3        | 5.3              |                   | 5.3              | 5.3           |               | 5.3        | 5.3 |
|        |   |          | 5.4        | 5.4              |                   | 5.4              | 5.4           |               | 5.4        | 5.4 |
| 1.:1 - | 1-11-                                   |          | 5.5<br>5.6 | 5.5<br>5.6       |                   | 5.5<br>5.6       | 5.5<br>5.6    |               | 5.5        | 5.5 |
| while  | while                                   |          | 5.7        | 5.7              |                   | 5.7              | 5.7           |               | 5.7        | 5.7 |
| , ,    | * |          | 5.8        | 5.8              |                   | 5.8              | 5.8           |               | 5.8        | 5.8 |
|        | •                                       |          | 5.9        | 5.9              |                   | 5.9              | 5.9           |               | 5.9        | 5.9 |
| write  | time                                    |          | 6<br>7     | 6<br>7           |                   | 6<br>7           | 6<br>7        |               | 6<br>7     | 7   |
| WIILC  |   |          | 8          | 8                |                   | 8                | 8             |               | 8          | 8   |
|        |   |          | 10+        | 10+              |                   | 10+              | 10+           |               | 10+        | 10+ |
|        |   | Initials |            |                  |                   |                  |               |               |            |     |

maka

**LESSON 2C** 

Also called the Student Reading Wall, the steps below incorporate memorization techniques for dramatically improved learning of Grade Level Reading Vocabulary

**REVIEW Grade 2** oo – 2 sounds

### soon foot good look took food

DIRECTIONS FOR STUDENT READING WALL - Tape sheets side-by-side along a wall 3 feet off the floor. Follow the 4 Steps below. To view video of the process go to www.tampareads.com/video

#### STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the color-coded sound in each word in the left column. These are usually vowel sounds. To review the sounds see file #15A at the members page at ReadingKey.com

#### STEP 2 - STOP AT THE VOWEL SOUND

Next, have your student say the sounds made by the letters only up to the vowel sound (typically the beginning consonant and vowel sound blended together - ca - fa - etc.). Some lists contain other common sounds or spelling patterns which have been color-coded.

#### STEP 3 - READ EACH WORD SLOWLY

After successfully doing the "Stop at the Vowel Sound" technique with each word, the student now tries to say each complete word in the left column slowly. If an error is made, stop your student - discuss the mistake - then start again from the top. When the student can read the left column words from top to bottom with no errors, proceed to STEP 4 Fluency Practice. NOTE: If the last "boxed" word significantly slows student progress you can skip this word and study separately. The boxed word is called the "Word of the Day" and usually does not follow the phonics rules or is difficult for students to learn.

 $f \circ \circ t$ 

#### STEP 4 – FLUENCY PRACTICE

This step dramatically improves mastery of the list words. Use a stopwatch or watch timer to "time" how fast your student can say the list words in the left column below. Tell your student that when they say the first word you will then begin timing. When the column of words is read without an error, have your student place an "X" in the correct time box in the "L" column in the Fluency Time Chart below. If your student makes an error while being timed, stop and discuss the error and begin again from the top. When a mastery time of 4 seconds (or faster) is reached have your student read the right "R" column of words. Skip Steps 1 and 2 for the right column and have the student read the column words slowly and then begin timing. The right column words are the same as in the left column but in a different order and without the color-coded sound helper. When a mastery time of 4 or less seconds is reached again, congratulate your student and move to the next LESSON. On the following day come back and test your student on the list words across the top of this page, you'll then see the words have been truly mastered!

### Fluency Time Chart

Place "X" in box after timing student on words

| too                                 | 1001            | "F             | R" is f    | or say | ing r | ight c   | olumr      | word:    | ds  |          |
|-------------------------------------|-----------------|----------------|------------|--------|-------|----------|------------|----------|-----|----------|
|                                     |                 | The:<br>To rec |            |        |       |          |            | 3 stud   |     | 9        |
| $f_{\alpha}$                        | 0000            |                | L          | R      |       | L        | R          |          | L   | R        |
| food                                | soon            | Ceiling        |            |        |       |          |            |          |     |          |
|                                     |                 |                | 4.0<br>4.1 | 4.0    |       | 4.0      | 4.0        |          | 4.0 | 4.0      |
|                                     | 0 1             |                | 4.2        | 4.2    |       | 4.2      | 4.2        |          | 4.2 | 4.2      |
| soon                                | food            |                | 4.3        | 4.3    |       | 4.3      | 4.3        |          | 4.3 | 4.3      |
| 50011                               | 1000            |                | 4.4        | 4.4    |       | 4.4      | 4.4        |          | 4.4 | 4.4      |
|                                     |                 |                | 4.5<br>4.6 | 4.5    |       | 4.5      | 4.5        |          | 4.5 | 4.5      |
| $\mathbf{C}_{-}$ - $\mathbf{A}_{-}$ | 4               |                | 4.6        | 4.6    |       | 4.6      | 4.6        |          | 4.6 | 4.6      |
| foot                                | too             |                | 4.8        | 4.8    |       | 4.8      | 4.8        |          | 4.8 | 4.8      |
|                                     |                 |                | 4.9        | 4.9    |       | 4.9      | 4.9        |          | 4.9 | 4.9      |
| _                                   |                 |                | 5.0        | 5.0    |       | 5.0      | 5.0        | <b>,</b> | 5.0 | 5.0      |
| $\alpha \alpha \alpha d$            | took            |                | 5.1<br>5.2 | 5.1    |       | 5.1      | 5.1<br>5.2 |          | 5.1 | 5.1      |
| good                                | $\mathbf{AOOI}$ |                | 5.3        | 5.3    |       | 5.3      | 5.3        |          | 5.3 | 5.3      |
| good<br>look                        |                 |                | 5.4        | 5.4    |       | 5.4      | 5.4        |          | 5.4 | 5.4      |
| 1 1                                 | 1 1             |                | 5.5        | 5.5    |       | 5.5      | 5.5        |          | 5.5 | 5.5      |
| $I \cap \cap K$                     | look            |                | 5.6        | 5.6    |       | 5.6      | 5.6        |          | 5.6 | 5.6      |
|                                     | IOOK            |                | 5.7<br>5.8 | 5.7    |       | 5.7      | 5.7<br>5.8 |          | 5.7 | 5.7      |
|                                     |                 |                | 5.9        | 5.9    |       | 5.9      | 5.9        |          | 5.9 | 5.9      |
| 4001z                               | 2001            |                | 6          | 6      |       | 6        | 6          |          | 6   | 6        |
| took                                | good            |                | 7          | 7      |       | 7        | 7          |          | 7   | 7        |
|                                     | 8 = 3 3         |                | 8<br>10+   | 8      |       | 8<br>10+ | 8<br>10+   |          | 8   | 8<br>10+ |
|                                     |                 | Initials       | 10+        | 10+    |       | 10+      | 10+        | Į !      | 10+ | 10+      |

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**LESSON 2D** 

Also called the Student Reading Wall, the steps below incorporate memorization techniques for dramatically improved learning of Grade Level Reading Vocabulary

**REVIEW Grade 2** ou ow oi oy

#### house now know boy our

DIRECTIONS FOR STUDENT READING WALL - Tape sheets side-by-side along a wall 3 feet off the floor. Follow the 4 Steps below. To view video of the process go to www.tampareads.com/video

#### STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the color-coded sound in each word in the left column. These are usually vowel sounds. To review the sounds see file #15A at the members page at ReadingKey.com

#### STEP 2 - STOP AT THE VOWEL SOUND

Next, have your student say the sounds made by the letters only up to the vowel sound (typically the beginning consonant and vowel sound blended together - ca - fa - etc.). Some lists contain other common sounds or spelling patterns which have been color-coded.

### STEP 3 - READ EACH WORD SLOWLY

After successfully doing the "Stop at the Vowel Sound" technique with each word, the student now tries to say each complete word in the left column slowly. If an error is made, stop your student - discuss the mistake - then start again from the top. When the student can read the left column words from top to bottom with no errors, proceed to STEP 4 Fluency Practice. NOTE: If the last "boxed" word significantly slows student progress you can skip this word and study separately. The boxed word is called the "Word of the Day" and usually does not follow the phonics rules or is difficult for students to learn.

#### STEP 4 – FLUENCY PRACTICE

This step <u>dramatically</u> improves mastery of the list words. Use a stopwatch or watch timer to "time" how fast your student can say the list words in the left column below. Tell your student that when they say the first word you will then begin timing. When the column of words is read without an error, have your student place an "X" in the correct time box in the "L" column in the Fluency Time Chart below. If your student makes an error while being timed, stop and discuss the error and begin again from the top. When a mastery time of 4 seconds (or faster) is reached have your student read the right "R" column of words. Skip Steps 1 and 2 for the right column and have the student read the column words slowly and then begin timing. The right column words are the same as in the left column but in a different order and without the color-coded sound helper. When a mastery time of 4 or less seconds is reached again, congratulate your student and move to the next LESSON. On the following day come back and test your student on the list words across the top of this page, you'll then see the words have been truly mastered!

### Fluency Time Chart

| out         | now         | "<br>The | "L" is t<br>R" is f<br>3 sec | for sa<br>or say<br>tions | ying I<br>⁄ing r<br>can b | eft co<br>ight c<br>e use | olumn<br>olumr<br>ed for | word<br>word<br>3 stu | s<br>ds<br>dents |            |
|-------------|-------------|----------|------------------------------|---------------------------|---------------------------|---------------------------|--------------------------|-----------------------|------------------|------------|
| our         | house       | To red   | ord tir                      | nes f                     | or cla                    | ss us                     | e cha<br>R               | rt in F               | ile #1           | 9<br>R     |
| Oul         | House       | Ceiling  | 4.0                          | 4.0                       |                           | 4.0                       | 4.0                      |                       | 4.0              | 4.0        |
| 1           |             |          | 4.1<br>4.2                   | 4.1                       |                           | 4.1                       | 4.1                      |                       | 4.1              | 4.1        |
| house       | our         |          | 4.3                          | 4.3                       |                           | 4.3                       | 4.3                      |                       | 4.3              | 4.3        |
|             | O CII       |          | 4.4<br>4.5                   | 4.4                       |                           | 4.4                       | 4.4                      |                       | 4.4              | 4.4        |
|             | ,           |          | 4.6                          | 4.6                       |                           | 4.6                       | 4.6                      |                       | 4.6              | 4.6        |
| now         | out         |          | 4.7<br>4.8                   | 4.7                       |                           | 4.7                       | 4.7                      |                       | 4.7              | 4.7        |
|             | o er e      |          | 4.9                          | 4.9                       |                           | 4.9                       | 4.9                      |                       | 4.9              | 4.9        |
| 1           | •           |          | 5.0<br>5.1                   | 5.0<br>5.1                |                           | 5.0<br>5.1                | 5.0<br>5.1               |                       | 5.0<br>5.1       | 5.0<br>5.1 |
| know        | coin        |          | 5.2                          | 5.2                       |                           | 5.2                       | 5.2                      |                       | 5.2              | 5.2        |
|             | COIII       |          | 5.3<br>5.4                   | 5.3<br>5.4                |                           | 5.3<br>5.4                | 5.3<br>5.4               |                       | 5.3              | 5.3<br>5.4 |
| 1           | -1          |          | 5.5                          | 5.5                       |                           | 5.5                       | 5.5                      |                       | 5.5              | 5.5        |
| hov         | hov         |          | 5.6                          | 5.6                       |                           | 5.6                       | 5.6                      |                       | 5.6              | 5.6        |
| ooy         | OOy         |          | 5.7<br>5.8                   | 5.7                       |                           | 5.7                       | 5.7                      |                       | 5.7              | 5.7        |
| •           | •           |          | 5.9                          | 5.9                       |                           | 5.9                       | 5.9                      |                       | 5.9              | 5.9        |
| boy<br>coin | boy<br>know |          | 6<br>7                       | 6<br>7                    |                           | 6<br>7                    | 6<br>7                   |                       | 6<br>7           | 6<br>7     |
| COIII       | KIIOW       |          | 8                            | 8                         |                           | 8                         | 8                        |                       | 8                | 8          |
|             |             | Initials | 10+                          | 10+                       |                           | 10+                       | 10+                      |                       | 10+              | 10+        |
|             |             |          |                              |                           | ı                         |                           |                          | ı                     | Ь                |            |

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**LESSON 2E** 

Also called the Student Reading Wall, the steps below incorporate memorization techniques for dramatically improved learning of Grade Level Reading Vocabulary

**REVIEW Grade 2** r-controlled vowels

### girl turn were are or more

**DIRECTIONS FOR STUDENT READING WALL** – Tape sheets side-by-side along a wall 3 feet off the floor. Follow the 4 Steps below. To view video of the process go to www.tampareads.com/video

#### STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the color-coded sound in each word in the left column. These are usually vowel sounds. To review the sounds see file #15A at the members page at ReadingKey.com

#### STEP 2 - STOP AT THE VOWEL SOUND

Next, have your student say the sounds made by the letters only up to the vowel sound (typically the beginning consonant and vowel sound blended together - ca - fa - etc.). Some lists contain other common sounds or spelling patterns which have been color-coded.

#### STEP 3 - READ EACH WORD SLOWLY

After successfully doing the "Stop at the Vowel Sound" technique with each word, the student now tries to say each complete word in the left column slowly. If an error is made, stop your student - discuss the mistake - then start again from the top. When the student can read the left column words from top to bottom with no errors, proceed to STEP 4 Fluency Practice. NOTE: If the last "boxed" word significantly slows student progress you can skip this word and study separately. The boxed word is called the "Word of the Day" and usually does not follow the phonics rules or is difficult for students to learn.

#### STEP 4 – FLUENCY PRACTICE

This step <u>dramatically</u> improves mastery of the list words. Use a stopwatch or watch timer to "time" how fast your student can say the list words in the left column below. Tell your student that when they say the first word you will then begin timing. When the column of words is read without an error, have your student place an "X" in the correct time box in the "L" column in the Fluency Time Chart below. If your student makes an error while being timed, stop and discuss the error and begin again from the top. When a mastery time of 4 seconds (or faster) is reached have your student read the right "R" column of words. Skip Steps 1 and 2 for the right column and have the student read the column words slowly and then begin timing. The right column words are the same as in the left column but in a different order and without the color-coded sound helper. When a mastery time of 4 or less seconds is reached again, congratulate your student and move to the next LESSON. On the following day come back and test your student on the list words across the top of this page, you'll then see the words have been truly mastered!

## **Fluency Time Chart**

Place "X" in box after timing student on words

| her                       | were        | "F       | L" is f    | or sa<br>or say | ying lo<br>ying ri<br>can b | eft co<br>ght co | lumn<br>olumn | words<br>word | s<br>Is    | 3          |
|---------------------------|-------------|----------|------------|-----------------|-----------------------------|------------------|---------------|---------------|------------|------------|
|                           |             | To rec   |            |                 |                             |                  | e cha         |               |            | 9          |
| girl<br>turn              | turn -      | Ceiling  | L          | R               |                             | L                | R             |               | L          | R          |
| $\mathbf{g}_{\mathbf{H}}$ | turn        | Celling  | 4.0        | 4.0             |                             | 4.0              | 4.0           |               | 4.0        | 4.0        |
|                           |             |          | 4.1        | 4.1             |                             | 4.1              | 4.1           |               | 4.1        | 4.1        |
| 4                         | - •1        |          | 4.2        | 4.2             |                             | 4.2              | 4.2           |               | 4.2        | 4.2        |
| fiirn                     | Ø1ri        |          | 4.3        | 4.3             |                             | 4.3              | 4.3           |               | 4.3        | 4.3        |
|                           | girl<br>her |          | 4.4<br>4.5 | 4.4             |                             | 4.4              | 4.4           |               | 4.4        | 4.4        |
|                           |             |          | 4.6        | 4.6             |                             | 4.6              | 4.6           |               | 4.6        | 4.6        |
| 111010                    | hor         |          | 4.7        | 4.7             |                             | 4.7              | 4.7           |               | 4.7        | 4.7        |
| were                      | 1161        |          | 4.8        | 4.8             |                             | 4.8              | 4.8           |               | 4.8        | 4.8        |
|                           |             |          | 4.9        | 4.9             |                             | 4.9              | 4.9           |               | 4.9        | 4.9        |
|                           |             |          | 5.0<br>5.1 | 5.0             |                             | 5.0<br>5.1       | 5.0           |               | 5.0<br>5.1 | 5.0<br>5.1 |
| are                       | more        |          | 5.2        | 5.2             |                             | 5.2              | 5.2           |               | 5.2        | 5.2        |
| arc                       |             |          | 5.3        | 5.3             |                             | 5.3              | 5.3           |               | 5.3        | 5.3        |
|                           |             |          | 5.4        | 5.4             |                             | 5.4              | 5.4           |               | 5.4        | 5.4        |
|                           |             |          | 5.5        | 5.5             |                             | 5.5              | 5.5           |               | 5.5        | 5.5        |
| or                        | or          |          | 5.6<br>5.7 | 5.6             |                             | 5.6<br>5.7       | 5.6           |               | 5.6<br>5.7 | 5.6        |
|                           |             |          | 5.8        | 5.8             |                             | 5.8              | 5.8           |               | 5.8        | 5.8        |
|                           |             |          | 5.9        | 5.9             |                             | 5.9              | 5.9           |               | 5.9        | 5.9        |
| moro                      | 010         |          | 6          | 6               |                             | 6                | 6             |               | 6          | 6          |
| more                      | are         |          | 7          | 7               |                             | 7                | 7             |               | 7          | 7          |
|                           |             |          | 8<br>10+   | 8<br>10+        |                             | 8<br>10+         | 8<br>10+      |               | 8<br>10+   | 8<br>10+   |
|                           |             | Initials | 10+        | 10+             | l                           | 10+              | 10+           |               | 10+        | 10+        |
|                           |             | L        |            |                 |                             |                  |               |               |            |            |

**LESSON 3A** 

Also called the *Student Reading Wall*, the steps below incorporate memorization techniques for dramatically improved learning of Grade Level Reading Vocabulary

short a

# add class grab shall have

wash

**DIRECTIONS FOR STUDENT READING WALL** – Tape sheets side-by-side along a wall 3 feet off the floor. Follow the 4 Steps below. To view video of the process go to <a href="https://www.tampareads.com/video">www.tampareads.com/video</a>

#### STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the color-coded sound in each word in the left column. These are typically vowel sounds. If you need to review the sounds see file #15A at the members page at ReadingKey.com

#### STEP 2 - STOP AT THE VOWEL SOUND

Next, have your student say the sounds made by the letters only up to the vowel sound (typically the beginning consonant and vowel sound blended together - ca - fa — etc.). Some lists contain other common sounds or spelling patterns which have been color-coded.

#### STEP 3 - READ EACH WORD SLOWLY

After successfully doing the "Stop at the Vowel Sound" technique with each word, the student now tries to say each complete word in the **left** column slowly. If an error is made, stop your student – discuss the mistake - then start again from the top. When the student can read the left column words from top to bottom with no errors, proceed to STEP 4 Fluency Practice. NOTE: If the last "boxed" word significantly slows student progress you can skip this word and study separately. The boxed word is called the "Word of the Day" and usually does not follow the phonics rules or is difficult for students to learn.

#### STEP 4 – FLUENCY PRACTICE

This step dramatically improves mastery of the list words. Use a stopwatch or watch timer to "time" how fast your student can say the list words in the left column below. Tell your student that when they say the first word you will then begin timing. When the column of words is read without an error, have your student place an "X" in the correct time box in the "L" column in the Fluency Time Chart below. If your student makes an error while being timed, stop and discuss the error and begin again from the top. When a mastery time of 3 seconds (or faster) is reached have your student read the right "R" column of words. Skip Steps 1 and 2 for the right column and have the student read the column words slowly and then begin timing. The right column words are the same as in the left column but in a different order and without the color-coded sound helper. When a mastery time of 3 or less seconds is reached again, congratulate your student and move to the next LESSON. On the following day come back and test your student on the list words across the top of this page, you'll then see the words have been truly mastered!

## **Fluency Time Chart**

Place "X" in box after timing student on words
"L" is for saying left column words
"R" is for saying right column words
The 3 sections can be used for 3 students
To record times for class use chart in File #19

| The 3 sections can be used for 3 students To record times for class use chart in File #19 |     |     |        |     |     |         |     |     |  |
|---|-----|-----|--------|-----|-----|---------|-----|-----|--|
| lo rec  |     |     | or cla |     |     | rt in F |     |     |  |
|   | L   | R   |        | L   | R   |         | L   | R   |  |
| Ceiling   |     |     |        |     |     |         |     |     |  |
|   | 3.0 | 3.0 |        | 3.0 | 3.0 |         | 3.0 | 3.0 |  |
|   | 3.1 | 3.1 |        | 3.1 | 3.1 |         | 3.1 | 3.1 |  |
|   | 3.2 | 3.2 |        | 3.2 | 3.2 |         | 3.2 | 3.2 |  |
|   | 3.3 | 3.3 |        | 3.3 | 3.3 |         | 3.3 | 3.3 |  |
|   | 3.4 | 3.4 |        | 3.4 | 3.4 |         | 3.4 | 3.4 |  |
|   | 3.5 | 3.5 |        | 3.5 | 3.5 |         | 3.5 | 3.5 |  |
|   | 3.6 | 3.6 |        | 3.6 | 3.6 |         | 3.6 | 3.6 |  |
|   | 3.7 | 3.7 |        | 3.7 | 3.7 |         | 3.7 | 3.7 |  |
|   | 3.8 | 3.8 |        | 3.8 | 3.8 |         | 3.8 | 3.8 |  |
|   | 3.9 | 3.9 |        | 3.9 | 3.9 |         | 3.9 | 3.9 |  |
|   | 4.0 | 4.0 |        | 4.0 | 4.0 |         | 4.0 | 4.0 |  |
|   | 4.1 | 4.1 |        | 4.1 | 4.1 |         | 4.1 | 4.1 |  |
|   | 4.2 | 4.2 |        | 4.2 | 4.2 |         | 4.2 | 4.2 |  |
|   | 4.3 | 4.3 |        | 4.3 | 4.3 |         | 4.3 | 4.3 |  |
|   | 4.4 | 4.4 |        | 4.4 | 4.4 |         | 4.4 | 4.4 |  |
|   | 4.5 | 4.5 |        | 4.5 | 4.5 |         | 4.5 | 4.5 |  |
|   | 4.6 | 4.6 |        | 4.6 | 4.6 |         | 4.6 | 4.6 |  |
|   | 4.7 | 4.7 |        | 4.7 | 4.7 |         | 4.7 | 4.7 |  |
|   | 4.8 | 4.8 |        | 4.8 | 4.8 |         | 4.8 | 4.8 |  |
|   | 4.9 | 4.9 |        | 4.9 | 4.9 |         | 4.9 | 4.9 |  |
|   | 5   | 5   |        | 5   | 5   |         | 5   | 5   |  |
|   | 6   | 6   |        | 6   | 6   |         | 6   | 6   |  |
|   | 7   | 7   |        | 7   | 7   |         | 7   | 7   |  |
|   | 8   | 8   |        | 8   | 8   |         | 8   | 8   |  |
| Initials  |     |     |        |     |     |         |     |     |  |

add grab

class class

grab add

shall have

have shall

wash

wash

**LESSON 3B** 

Also called the *Student Reading Wall*, the steps below incorporate memorization techniques for dramatically improved learning of Grade Level Reading Vocabulary

short a

# bell fell sell spell when

twelve

**DIRECTIONS FOR STUDENT READING WALL** – Tape sheets side-by-side along a wall 3 feet off the floor. Follow the 4 Steps below. To view video of the process go to <a href="https://www.tampareads.com/video">www.tampareads.com/video</a>

#### STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the color-coded sound in each word in the left column. These are usually vowel sounds. To review the sounds see file #15A at the members page at ReadingKey.com

#### STEP 2 - STOP AT THE VOWEL SOUND

Next, have your student say the sounds made by the letters only up to the vowel sound (typically the beginning consonant and vowel sound blended together - ca - fa – etc.). Some lists contain other common sounds or spelling patterns which have been color-coded.

### STEP 3 - READ EACH WORD SLOWLY

After successfully doing the "Stop at the Vowel Sound" technique with each word, the student now tries to say each complete word in the **left** column slowly. If an error is made, stop your student – discuss the mistake - then start again from the top. When the student can read the left column words from top to bottom with no errors, proceed to STEP 4 Fluency Practice. NOTE: If the last "boxed" word significantly slows student progress you can skip this word and study separately. The boxed word is called the "Word of the Day" and usually does not follow the phonics rules or is difficult for students to learn.

#### STEP 4 - FLUENCY PRACTICE

This step dramatically improves mastery of the list words. Use a stopwatch or watch timer to "time" how fast your student can say the list words in the left column below. Tell your student that when they say the first word you will then begin timing. When the column of words is read without an error, have your student place an "X" in the correct time box in the "L" column in the Fluency Time Chart below. If your student makes an error while being timed, stop and discuss the error and begin again from the top. When a mastery time of 3 seconds (or faster) is reached have your student read the right "R" column of words. Skip Steps 1 and 2 for the right column and have the student read the column words slowly and then begin timing. The right column words are the same as in the left column but in a different order and without the color-coded sound helper. When a mastery time of 3 or less seconds is reached again, congratulate your student and move to the next LESSON. On the following day come back and test your student on the list words across the top of this page, you'll then see the words have been truly mastered!

## **Fluency Time Chart**

Place "X" in box after timing student on words
"L" is for saying left column words
"R" is for saying right column words
The 3 sections can be used for 3 students

| The 3 sections can be used for 3 students To record times for class use chart in File #19 |     |     |        |     |     |  |     |     |  |  |
|---|-----|-----|--------|-----|-----|--|-----|-----|--|--|
| 10100   | L   | R   | OI CIA | L   | R   |  | L L | R   |  |  |
| Ceiling   |     |     |        |     |     |  |     |     |  |  |
|   | 3.0 | 3.0 |        | 3.0 | 3.0 |  | 3.0 | 3.0 |  |  |
|   | 3.1 | 3.1 |        | 3.1 | 3.1 |  | 3.1 | 3.1 |  |  |
|   | 3.2 | 3.2 |        | 3.2 | 3.2 |  | 3.2 | 3.2 |  |  |
|   | 3.3 | 3.3 |        | 3.3 | 3.3 |  | 3.3 | 3.3 |  |  |
|   | 3.4 | 3.4 |        | 3.4 | 3.4 |  | 3.4 | 3.4 |  |  |
|   | 3.5 | 3.5 |        | 3.5 | 3.5 |  | 3.5 | 3.5 |  |  |
|   | 3.6 | 3.6 |        | 3.6 | 3.6 |  | 3.6 | 3.6 |  |  |
|   | 3.7 | 3.7 |        | 3.7 | 3.7 |  | 3.7 | 3.7 |  |  |
|   | 3.8 | 3.8 |        | 3.8 | 3.8 |  | 3.8 | 3.8 |  |  |
|   | 3.9 | 3.9 |        | 3.9 | 3.9 |  | 3.9 | 3.9 |  |  |
|   | 4.0 | 4.0 |        | 4.0 | 4.0 |  | 4.0 | 4.0 |  |  |
|   | 4.1 | 4.1 |        | 4.1 | 4.1 |  | 4.1 | 4.1 |  |  |
|   | 4.2 | 4.2 |        | 4.2 | 4.2 |  | 4.2 | 4.2 |  |  |
|   | 4.3 | 4.3 |        | 4.3 | 4.3 |  | 4.3 | 4.3 |  |  |
|   | 4.4 | 4.4 |        | 4.4 | 4.4 |  | 4.4 | 4.4 |  |  |
|   | 4.5 | 4.5 |        | 4.5 | 4.5 |  | 4.5 | 4.5 |  |  |
|   | 4.6 | 4.6 |        | 4.6 | 4.6 |  | 4.6 | 4.6 |  |  |
|   | 4.7 | 4.7 |        | 4.7 | 4.7 |  | 4.7 | 4.7 |  |  |
|   | 4.8 | 4.8 |        | 4.8 | 4.8 |  | 4.8 | 4.8 |  |  |
|   | 4.9 | 4.9 |        | 4.9 | 4.9 |  | 4.9 | 4.9 |  |  |
|   | 5   | 5   |        | 5   | 5   |  | 5   | 5   |  |  |
|   | 6   | 6   |        | 6   | 6   |  | 6   | 6   |  |  |
|   | 7   | 7   |        | 7   | 7   |  | 7   | 7   |  |  |
|   | 8   | 8   |        | 8   | 8   |  | 8   | 8   |  |  |
| Initials  |     |     |        |     |     |  |     |     |  |  |

bell sell

fell fell

sell bell

spell when

when spell

twelve

twelve

**LESSON 3C** 

Also called the *Student Reading Wall*, the steps below incorporate memorization techniques for dramatically improved learning of Grade Level Reading Vocabulary

short i

## fill hid kid swim drink

bush

**DIRECTIONS FOR STUDENT READING WALL** – Tape sheets side-by-side along a wall 3 feet off the floor. Follow the 4 Steps below. To view video of the process go to <a href="https://www.tampareads.com/video">www.tampareads.com/video</a>

#### STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the color-coded sound in each word in the left column. These are usually vowel sounds. To review the sounds see file #15A at the members page at ReadingKey.com

#### STEP 2 - STOP AT THE VOWEL SOUND

Next, have your student say the sounds made by the letters only up to the vowel sound (typically the beginning consonant and vowel sound blended together - ca - fa – etc.). Some lists contain other common sounds or spelling patterns which have been color-coded.

### STEP 3 - READ EACH WORD SLOWLY

After successfully doing the "Stop at the Vowel Sound" technique with each word, the student now tries to say each complete word in the **left** column slowly. If an error is made, stop your student – discuss the mistake - then start again from the top. When the student can read the left column words from top to bottom with no errors, proceed to STEP 4 Fluency Practice. NOTE: If the last "boxed" word significantly slows student progress you can skip this word and study separately. The boxed word is called the "Word of the Day" and usually does not follow the phonics rules or is difficult for students to learn.

#### STEP 4 – FLUENCY PRACTICE

This step dramatically improves mastery of the list words. Use a stopwatch or watch timer to "time" how fast your student can say the list words in the left column below. Tell your student that when they say the first word you will then begin timing. When the column of words is read without an error, have your student place an "X" in the correct time box in the "L" column in the Fluency Time Chart below. If your student makes an error while being timed, stop and discuss the error and begin again from the top. When a mastery time of 3 seconds (or faster) is reached have your student read the right "R" column of words. Skip Steps 1 and 2 for the right column and have the student read the column words slowly and then begin timing. The right column words are the same as in the left column but in a different order and without the color-coded sound helper. When a mastery time of 3 or less seconds is reached again, congratulate your student and move to the next LESSON. On the following day come back and test your student on the list words across the top of this page, you'll then see the words have been truly mastered!

## **Fluency Time Chart**

Place "X" in box after timing student on words
"L" is for saying left column words
"R" is for saying right column words
The 3 sections can be used for 3 students

| The 3 sections can be used for 3 students |         |       |        |       |       |         |        |     |  |
|---|---------|-------|--------|-------|-------|---------|--------|-----|--|
| To rec                                    | ord tir | nes f | or cla | ss us | e cha | rt in F | ïle #1 | 9   |  |
|   | L       | R     |        | L     | R     |         | L      | R   |  |
| Ceiling                                   |         |       |        |       |       |         |        |     |  |
|   | 3.0     | 3.0   |        | 3.0   | 3.0   |         | 3.0    | 3.0 |  |
|   | 3.1     | 3.1   |        | 3.1   | 3.1   |         | 3.1    | 3.1 |  |
|   | 3.2     | 3.2   |        | 3.2   | 3.2   |         | 3.2    | 3.2 |  |
|   | 3.3     | 3.3   |        | 3.3   | 3.3   |         | 3.3    | 3.3 |  |
|   | 3.4     | 3.4   |        | 3.4   | 3.4   |         | 3.4    | 3.4 |  |
|   | 3.5     | 3.5   |        | 3.5   | 3.5   |         | 3.5    | 3.5 |  |
|   | 3.6     | 3.6   |        | 3.6   | 3.6   |         | 3.6    | 3.6 |  |
|   | 3.7     | 3.7   |        | 3.7   | 3.7   |         | 3.7    | 3.7 |  |
|   | 3.8     | 3.8   |        | 3.8   | 3.8   |         | 3.8    | 3.8 |  |
|   | 3.9     | 3.9   |        | 3.9   | 3.9   |         | 3.9    | 3.9 |  |
|   | 4.0     | 4.0   |        | 4.0   | 4.0   |         | 4.0    | 4.0 |  |
|   | 4.1     | 4.1   |        | 4.1   | 4.1   |         | 4.1    | 4.1 |  |
|   | 4.2     | 4.2   |        | 4.2   | 4.2   |         | 4.2    | 4.2 |  |
|   | 4.3     | 4.3   |        | 4.3   | 4.3   |         | 4.3    | 4.3 |  |
|   | 4.4     | 4.4   |        | 4.4   | 4.4   |         | 4.4    | 4.4 |  |
|   | 4.5     | 4.5   |        | 4.5   | 4.5   |         | 4.5    | 4.5 |  |
|   | 4.6     | 4.6   |        | 4.6   | 4.6   |         | 4.6    | 4.6 |  |
|   | 4.7     | 4.7   |        | 4.7   | 4.7   |         | 4.7    | 4.7 |  |
|   | 4.8     | 4.8   |        | 4.8   | 4.8   |         | 4.8    | 4.8 |  |
|   | 4.9     | 4.9   |        | 4.9   | 4.9   |         | 4.9    | 4.9 |  |
|   | 5       | 5     |        | 5     | 5     |         | 5      | 5   |  |
|   | 6       | 6     |        | 6     | 6     |         | 6      | 6   |  |
|   | 7       | 7     |        | 7     | 7     |         | 7      | 7   |  |
|   | 8       | 8     |        | 8     | 8     |         | 8      | 8   |  |
| Initials                                  |         |       |        |       |       |         |        |     |  |

fill kid

hid hid

kid fill

swim drink

drink swim

busy

busy

**LESSON 3D** 

Also called the *Student Reading Wall*, the steps below incorporate memorization techniques for dramatically improved learning of Grade Level Reading Vocabulary

short o & u

# doll cross hug drum much

other

**DIRECTIONS FOR STUDENT READING WALL** – Tape sheets side-by-side along a wall 3 feet off the floor. Follow the 4 Steps below. To view video of the process go to <a href="https://www.tampareads.com/video">www.tampareads.com/video</a>

#### STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the color-coded sound in each word in the left column. These are usually vowel sounds. To review the sounds see file #15A at the members page at ReadingKey.com

#### STEP 2 - STOP AT THE VOWEL SOUND

Next, have your student say the sounds made by the letters only up to the vowel sound (typically the beginning consonant and vowel sound blended together - ca - fa – etc.). Some lists contain other common sounds or spelling patterns which have been color-coded.

### STEP 3 - READ EACH WORD SLOWLY

After successfully doing the "Stop at the Vowel Sound" technique with each word, the student now tries to say each complete word in the **left** column slowly. If an error is made, stop your student – discuss the mistake - then start again from the top. When the student can read the left column words from top to bottom with no errors, proceed to STEP 4 Fluency Practice. NOTE: If the last "boxed" word significantly slows student progress you can skip this word and study separately. The boxed word is called the "Word of the Day" and usually does not follow the phonics rules or is difficult for students to learn.

#### STEP 4 – FLUENCY PRACTICE

Ceil

This step <u>dramatically</u> improves mastery of the list words. Use a stopwatch or watch timer to "time" how fast your student can say the list words in the left column below. Tell your student that when they say the first word you will then begin timing. When the column of words is read without an error, have your student place an "X" in the correct time box in the "L" column in the Fluency Time Chart below. If your student makes an error while being timed, stop and discuss the error and begin again from the top. When a mastery time of 3 seconds (or faster) is reached have your student read the right "R" column of words. Skip Steps 1 and 2 for the right column and have the student read the column words slowly and then begin timing. The right column words are the same as in the left column but in a different order and without the color-coded sound helper. When a mastery time of 3 or less seconds is reached again, congratulate your student and move to the next LESSON. On the following day come back and test your student on the list words across the top of this page, you'll then see the words have been truly mastered!

## **Fluency Time Chart**

Place "X" in box after timing student on words
"L" is for saying left column words
"R" is for saying right column words
The 3 sections can be used for 3 students
To recent times for allow use short in File #10

| o record times for class use chart in F |     |     |  |     |     |  |     | 9   |
|---|-----|-----|--|-----|-----|--|-----|-----|
|   | L   | R   |  | L   | R   |  | L   | R   |
| ling                                    |     |     |  |     |     |  |     |     |
|   | 3.0 | 3.0 |  | 3.0 | 3.0 |  | 3.0 | 3.0 |
|   | 3.1 | 3.1 |  | 3.1 | 3.1 |  | 3.1 | 3.1 |
|   | 3.2 | 3.2 |  | 3.2 | 3.2 |  | 3.2 | 3.2 |
|   | 3.3 | 3.3 |  | 3.3 | 3.3 |  | 3.3 | 3.3 |
|   | 3.4 | 3.4 |  | 3.4 | 3.4 |  | 3.4 | 3.4 |
|   | 3.5 | 3.5 |  | 3.5 | 3.5 |  | 3.5 | 3.5 |
|   | 3.6 | 3.6 |  | 3.6 | 3.6 |  | 3.6 | 3.6 |
|   | 3.7 | 3.7 |  | 3.7 | 3.7 |  | 3.7 | 3.7 |
|   | 3.8 | 3.8 |  | 3.8 | 3.8 |  | 3.8 | 3.8 |
|   | 3.9 | 3.9 |  | 3.9 | 3.9 |  | 3.9 | 3.9 |
|   | 4.0 | 4.0 |  | 4.0 | 4.0 |  | 4.0 | 4.0 |
|   | 4.1 | 4.1 |  | 4.1 | 4.1 |  | 4.1 | 4.1 |
|   | 4.2 | 4.2 |  | 4.2 | 4.2 |  | 4.2 | 4.2 |
|   | 4.3 | 4.3 |  | 4.3 | 4.3 |  | 4.3 | 4.3 |
|   | 4.4 | 4.4 |  | 4.4 | 4.4 |  | 4.4 | 4.4 |
|   | 4.5 | 4.5 |  | 4.5 | 4.5 |  | 4.5 | 4.5 |
|   | 4.6 | 4.6 |  | 4.6 | 4.6 |  | 4.6 | 4.6 |
|   | 4.7 | 4.7 |  | 4.7 | 4.7 |  | 4.7 | 4.7 |
|   | 4.8 | 4.8 |  | 4.8 | 4.8 |  | 4.8 | 4.8 |
|   | 4.9 | 4.9 |  | 4.9 | 4.9 |  | 4.9 | 4.9 |
|   | 5   | 5   |  | 5   | 5   |  | 5   | 5   |
|   | 6   | 6   |  | 6   | 6   |  | 6   | 6   |
|   | 7   | 7   |  | 7   | 7   |  | 7   | 7   |
|   | 8   | 8   |  | 8   | 8   |  | 8   | 8   |
| itials                                  |     |     |  |     |     |  |     |     |

doll hug

cross cross

hug doll

drum much

much drum

other

other

**LESSON 4A** 

Also called the Student Reading Wall, the steps below incorporate memorization techniques for dramatically improved learning of Grade Level Reading Vocabulary

Final-e Rule

## late bite kite close made

eye

**DIRECTIONS FOR STUDENT READING WALL** – Tape sheets side-by-side along a wall 3 feet off the floor. Follow the 4 Steps below. To view video of the process go to <a href="https://www.tampareads.com/video">www.tampareads.com/video</a>

#### STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the color-coded sound in each word in the left column. These are usually vowel sounds. To review the sounds see file #15A at the members page at ReadingKey.com

#### STEP 2 - STOP AT THE VOWEL SOUND

Next, have your student say the sounds made by the letters only up to the vowel sound (typically the beginning consonant and vowel sound blended together - ca - fa – etc.). Some lists contain other common sounds or spelling patterns which have been color-coded.

#### **STEP 3 - READ EACH WORD SLOWLY**

After successfully doing the "Stop at the Vowel Sound" technique with each word, the student now tries to say each complete word in the **left** column slowly. If an error is made, stop your student – discuss the mistake - then start again from the top. When the student can read the left column words from top to bottom with no errors, proceed to STEP 4 Fluency Practice. NOTE: If the last "boxed" word significantly slows student progress you can skip this word and study separately. The boxed word is called the "Word of the Day" and usually does not follow the phonics rules or is difficult for students to learn.

#### STEP 4 – FLUENCY PRACTICE

This step dramatically improves mastery of the list words. Use a stopwatch or watch timer to "time" how fast your student can say the list words in the left column below. Tell your student that when they say the first word you will then begin timing. When the column of words is read without an error, have your student place an "X" in the correct time box in the "L" column in the Fluency Time Chart below. If your student makes an error while being timed, stop and discuss the error and begin again from the top. When a mastery time of 3 seconds (or faster) is reached have your student read the right "R" column of words. Skip Steps 1 and 2 for the right column and have the student read the column words slowly and then begin timing. The right column words are the same as in the left column but in a different order and without the color-coded sound helper. When a mastery time of 3 or less seconds is reached again, congratulate your student and move to the next LESSON. On the following day come back and test your student on the list words across the top of this page, you'll then see the words have been truly mastered!

### **Fluency Time Chart**

Place "X" in box after timing student on words
"L" is for saying left column words
"R" is for saying right column words
The 3 sections can be used for 3 students

| To rec   | To record times for class use chart in File #19 |     |  |     |     |  |     |     |  |  |
|----------|---|-----|--|-----|-----|--|-----|-----|--|--|
|          | L   | R   |  | L   | R   |  | L   | R   |  |  |
| Ceiling  |   |     |  |     |     |  |     |     |  |  |
|          | 3.0   | 3.0 |  | 3.0 | 3.0 |  | 3.0 | 3.0 |  |  |
|          | 3.1   | 3.1 |  | 3.1 | 3.1 |  | 3.1 | 3.1 |  |  |
|          | 3.2   | 3.2 |  | 3.2 | 3.2 |  | 3.2 | 3.2 |  |  |
|          | 3.3   | 3.3 |  | 3.3 | 3.3 |  | 3.3 | 3.3 |  |  |
|          | 3.4   | 3.4 |  | 3.4 | 3.4 |  | 3.4 | 3.4 |  |  |
|          | 3.5   | 3.5 |  | 3.5 | 3.5 |  | 3.5 | 3.5 |  |  |
|          | 3.6   | 3.6 |  | 3.6 | 3.6 |  | 3.6 | 3.6 |  |  |
|          | 3.7   | 3.7 |  | 3.7 | 3.7 |  | 3.7 | 3.7 |  |  |
|          | 3.8   | 3.8 |  | 3.8 | 3.8 |  | 3.8 | 3.8 |  |  |
|          | 3.9   | 3.9 |  | 3.9 | 3.9 |  | 3.9 | 3.9 |  |  |
|          | 4.0   | 4.0 |  | 4.0 | 4.0 |  | 4.0 | 4.0 |  |  |
|          | 4.1   | 4.1 |  | 4.1 | 4.1 |  | 4.1 | 4.1 |  |  |
|          | 4.2   | 4.2 |  | 4.2 | 4.2 |  | 4.2 | 4.2 |  |  |
|          | 4.3   | 4.3 |  | 4.3 | 4.3 |  | 4.3 | 4.3 |  |  |
|          | 4.4   | 4.4 |  | 4.4 | 4.4 |  | 4.4 | 4.4 |  |  |
|          | 4.5   | 4.5 |  | 4.5 | 4.5 |  | 4.5 | 4.5 |  |  |
|          | 4.6   | 4.6 |  | 4.6 | 4.6 |  | 4.6 | 4.6 |  |  |
|          | 4.7   | 4.7 |  | 4.7 | 4.7 |  | 4.7 | 4.7 |  |  |
|          | 4.8   | 4.8 |  | 4.8 | 4.8 |  | 4.8 | 4.8 |  |  |
|          | 4.9   | 4.9 |  | 4.9 | 4.9 |  | 4.9 | 4.9 |  |  |
|          | 5   | 5   |  | 5   | 5   |  | 5   | 5   |  |  |
|          | 6   | 6   |  | 6   | 6   |  | 6   | 6   |  |  |
|          | 7   | 7   |  | 7   | 7   |  | 7   | 7   |  |  |
|          | 8   | 8   |  | 8   | 8   |  | 8   | 8   |  |  |
| Initials | 145   |     |  |     |     |  |     |     |  |  |

late kite

bite bite

kite late

close made

made close

eye

eye

**LESSON 4B** 

Also called the Student Reading Wall, the steps below incorporate memorization techniques for dramatically improved learning of Grade Level Reading Vocabulary

ai ee oa ie

#### boat tried three bee

been

DIRECTIONS FOR STUDENT READING WALL - Tape sheets side-by-side along a wall 3 feet off the floor. Follow the 4 Steps below. To view video of the process go to www.tampareads.com/video

#### STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the color-coded sound in each word in the left column. These are usually vowel sounds. To review the sounds see file #15A at the members page at ReadingKey.com

#### STEP 2 - STOP AT THE VOWEL SOUND

Next, have your student say the sounds made by the letters only up to the vowel sound (typically the beginning consonant and vowel sound blended together - ca - fa - etc.). Some lists contain other common sounds or spelling patterns which have been color-coded.

#### STEP 3 - READ EACH WORD SLOWLY

After successfully doing the "Stop at the Vowel Sound" technique with each word, the student now tries to say each complete word in the left column slowly. If an error is made, stop your student - discuss the mistake - then start again from the top. When the student can read the left column words from top to bottom with no errors, proceed to STEP 4 Fluency Practice. NOTE: If the last "boxed" word significantly slows student progress you can skip this word and study separately. The boxed word is called the "Word of the Day" and usually does not follow the phonics rules or is difficult for students to learn.

#### STEP 4 – FLUENCY PRACTICE

This step dramatically improves mastery of the list words. Use a stopwatch or watch timer to "time" how fast your student can say the list words in the left column below. Tell your student that when they say the first word you will then begin timing. When the column of words is read without an error, have your student place an "X" in the correct time box in the "L" column in the Fluency Time Chart below. If your student makes an error while being timed, stop and discuss the error and begin again from the top. When a mastery time of 3 seconds (or faster) is reached have your student read the right "R" column of words. Skip Steps 1 and 2 for the right column and have the student read the column words slowly and then begin timing. The right column words are the same as in the left column but in a different order and without the color-coded sound helper. When a mastery time of 3 or less seconds is reached again, congratulate your student and move to the next LESSON. On the following day come back and test your student on the list words across the top of this page, you'll then see the words have been truly mastered!

## Fluency Time Chart

Place "X" in box after timing student on words "L" is for saying left column words

| tail         | boat          | To record times for class use chart in File #19 |            |          |  |          |          |  |          |          |  |  |
|--------------|---------------|---|------------|----------|--|----------|----------|--|----------|----------|--|--|
|              |               |   | L          | R        |  | L        | R        |  | L        | R        |  |  |
| 1.           | 1             | Ceiling   |            |          |  |          |          |  |          |          |  |  |
| bee          | bee           |   | 3.0<br>3.1 | 3.0      |  | 3.0      | 3.0      |  | 3.0      | 3.0      |  |  |
|              |               |   | 3.2        | 3.2      |  | 3.2      | 3.2      |  | 3.2      | 3.2      |  |  |
|              |               |   | 3.3        | 3.3      |  | 3.3      | 3.3      |  | 3.3      | 3.3      |  |  |
|              |               |   | 3.4        | 3.4      |  | 3.4      | 3.4      |  | 3.4      | 3.4      |  |  |
| <b>b</b> oot | tail          |   | 3.5        | 3.5      |  | 3.5      | 3.5      |  | 3.5      | 3.5      |  |  |
| boat         | täll          |   | 3.6        | 3.6      |  | 3.6      | 3.6      |  | 3.6      | 3.6      |  |  |
|              | 00011         |   | 3.7        | 3.7      |  | 3.7      | 3.7      |  | 3.7      | 3.7      |  |  |
|              |               |   | 3.8        | 3.8      |  | 3.8      | 3.8      |  | 3.8      | 3.8      |  |  |
| • •          | •             |   | 3.9        | 3.9      |  | 3.9      | 3.9      |  | 3.9      | 3.9      |  |  |
| tried        | three         |   | 4.0<br>4.1 | 4.0      |  | 4.0      | 4.0      |  | 4.0      | 4.0      |  |  |
| ulu          | uncc          |   | 4.2        | 4.2      |  | 4.2      | 4.2      |  | 4.2      | 4.2      |  |  |
|              |               |   | 4.3        | 4.3      |  | 4.3      | 4.3      |  | 4.3      | 4.3      |  |  |
|              |               |   | 4.4        | 4.4      |  | 4.4      | 4.4      |  | 4.4      | 4.4      |  |  |
| <b>41</b>    | 4 • 1         |   | 4.5        | 4.5      |  | 4.5      | 4.5      |  | 4.5      | 4.5      |  |  |
| three        | tried         |   | 4.6        | 4.6      |  | 4.6      | 4.6      |  | 4.6      | 4.6      |  |  |
|              | uita          |   | 4.7        | 4.7      |  | 4.7      | 4.7      |  | 4.7      | 4.7      |  |  |
|              |               |   | 4.8        | 4.8      |  | 4.8      | 4.8      |  | 4.8      | 4.8      |  |  |
|              |               |   | 4.9<br>5   | 4.9<br>5 |  | 4.9<br>5 | 4.9<br>5 |  | 4.9<br>5 | 4.9<br>5 |  |  |
|              |               |   | 6          | 6        |  | 6        | 6        |  | 6        | 6        |  |  |
| 1            | 1 1 2 2 2 2 2 |   | 7          | 7        |  | 7        | 7        |  | 7        | 7        |  |  |
| been         | been          |   | 8          | 8        |  | 8        | 8        |  | 8        | 8        |  |  |
|              |               | Initials  |            |          |  |          |          |  |          |          |  |  |

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LESSON 4C

Also called the Student Reading Wall, the steps below incorporate memorization techniques for dramatically improved learning of Grade Level Reading Vocabulary

ay - long a

#### away always say says

yesterday

DIRECTIONS FOR STUDENT READING WALL - Tape sheets side-by-side along a wall 3 feet off the floor. Follow the 4 Steps below. To view video of the process go to www.tampareads.com/video

#### STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the color-coded sound in each word in the left column. These are usually vowel sounds. To review the sounds see file #15A at the members page at ReadingKey.com

#### STEP 2 - STOP AT THE VOWEL SOUND

Next, have your student say the sounds made by the letters only up to the vowel sound (typically the beginning consonant and vowel sound blended together - ca - fa - etc.). Some lists contain other common sounds or spelling patterns which have been color-coded.

#### STEP 3 - READ EACH WORD SLOWLY

After successfully doing the "Stop at the Vowel Sound" technique with each word, the student now tries to say each complete word in the left column slowly. If an error is made, stop your student - discuss the mistake - then start again from the top. When the student can read the left column words from top to bottom with no errors, proceed to STEP 4 Fluency Practice. NOTE: If the last "boxed" word significantly slows student progress you can skip this word and study separately. The boxed word is called the "Word of the Day" and usually does not follow the phonics rules or is difficult for students to learn.

#### STEP 4 – FLUENCY PRACTICE

This step <u>dramatically</u> improves mastery of the list words. Use a stopwatch or watch timer to "time" how fast your student can say the list words in the left column below. Tell your student that when they say the first word you will then begin timing. When the column of words is read without an error, have your student place an "X" in the correct time box in the "L" column in the Fluency Time Chart below. If your student makes an error while being timed, stop and discuss the error and begin again from the top. When a mastery time of 3 seconds (or faster) is reached have your student read the right "R" column of words. Skip Steps 1 and 2 for the right column and have the student read the column words slowly and then begin timing. The right column words are the same as in the left column but in a different order and without the color-coded sound helper. When a mastery time of 3 or less seconds is reached again, congratulate your student and move to the next LESSON. On the following day come back and test your student on the list words across the top of this page, you'll then see the words have been truly mastered!

## Fluency Time Chart

Place "X" in box after timing student on words "I " is for saving left column words

| stay      | "R" is for saying right colu<br>The 3 sections can be used |          |   |     |       |     |     |   |     |         |
|-----------|--|----------|---|-----|-------|-----|-----|---|-----|---------|
|           |  | 10100    | "R" is for saying right column words The 3 sections can be used for 3 students To record times for class use chart in File #19    L   R   L   R   R   R   R   R   R   R |     |       |     |     |   |     |         |
|           |  | Ceiling  |   |     |       |     |     |   |     |         |
| 211/21/   | stay   |          |   |     |       |     |     |   | -   |         |
| away      | Stay   |          | 3.1   |     |       | _   | _   |   |     |         |
| •         | •  |          | _   |     |       | _   | -   |   |     |         |
|           |  |          |   |     |       |     |     |   |     |         |
| 1         |  |          |   |     |       |     |     |   |     |         |
| always    | says   |          |   |     |       |     |     |   |     |         |
| ar ways   | says   |          |   |     |       |     |     |   |     |         |
|           | •  |          |   |     |       | _   | _   |   |     |         |
|           |  |          |   |     |       |     |     |   |     |         |
|           |  |          |   |     |       |     |     |   |     |         |
| say       | say  |          | 4.1   | 4.1 |       | 4.1 | 4.1 |   | -   | _       |
| Suy       | say  |          | 4.2   | 4.2 |       | 4.2 | 4.2 |   | 4.2 | 4.2     |
|           | •  |          | 4.3   | 4.3 |       | 4.3 | 4.3 |   | 4.3 | 4.3     |
|           |  |          | 4.4   | 4.4 |       | 4.4 | 4.4 |   | 4.4 | 4.4     |
|           | _ 1  |          | 4.5   | 4.5 |       | 4.5 | 4.5 |   | 4.5 | 4.5     |
| says      | always   |          |   | _   |       |     | 4.6 |   |     |         |
| buyb      | arvays   |          |   | -   |       |     |     |   |     |         |
| _         | _  |          |   |     |       |     | _   |   |     |         |
|           |  |          |   |     | 11    |     |     |   |     |         |
|           |  | 7        |   | 1   |       |     |     |   |     |         |
| 1 1       | 1  |          |   |     |       |     |     |   |     |         |
| yesterday | yesterday  |          | 8   | 8   |       | 8   | 8   |   | 8   | 8       |
| j Sociady | Josephany  | Initials | Ť   |     | U<br> |     | Ŭ   | 1 |     | ـــّــا |

**LESSON 4D** 

Also called the Student Reading Wall, the steps below incorporate memorization techniques for dramatically improved learning of Grade Level Reading Vocabulary

ar or

# hard large horse short before

door

DIRECTIONS FOR STUDENT READING WALL - Tape sheets side-by-side along a wall 3 feet off the floor. Follow the 4 Steps below. To view video of the process go to www.tampareads.com/video

#### STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the color-coded sound in each word in the left column. These are usually vowel sounds. To review the sounds see file #15A at the members page at ReadingKey.com

#### STEP 2 - STOP AT THE VOWEL SOUND

Next, have your student say the sounds made by the letters only up to the vowel sound (typically the beginning consonant and vowel sound blended together - ca - fa - etc.). Some lists contain other common sounds or spelling patterns which have been color-coded.

### STEP 3 - READ EACH WORD SLOWLY

After successfully doing the "Stop at the Vowel Sound" technique with each word, the student now tries to say each complete word in the left column slowly. If an error is made, stop your student - discuss the mistake - then start again from the top. When the student can read the left column words from top to bottom with no errors, proceed to STEP 4 Fluency Practice. NOTE: If the last "boxed" word significantly slows student progress you can skip this word and study separately. The boxed word is called the "Word of the Day" and usually does not follow the phonics rules or is difficult for students to learn.

#### STEP 4 – FLUENCY PRACTICE

This step dramatically improves mastery of the list words. Use a stopwatch or watch timer to "time" how fast your student can say the list words in the left column below. Tell your student that when they say the first word you will then begin timing. When the column of words is read without an error, have your student place an "X" in the correct time box in the "L" column in the Fluency Time Chart below. If your student makes an error while being timed, stop and discuss the error and begin again from the top. When a mastery time of 3 seconds (or faster) is reached have your student read the right "R" column of words. Skip Steps 1 and 2 for the right column and have the student read the column words slowly and then begin timing. The right column words are the same as in the left column but in a different order and without the color-coded sound helper. When a mastery time of 3 or less seconds is reached again, congratulate your student and move to the next LESSON. On the following day come back and test your student on the list words across the top of this page, you'll then see the words have been truly mastered!

## Fluency Time Chart

Place "X" in box after timing student on words "L" is for saving left column words

| hard     | "R" is for saying left column words "R" is for saying right column words The 3 sections can be used for 3 students To record times for class use chart in File #19 |          |            |        |         |        |        |   |        |     |  |  |
|----------|--|----------|------------|--------|---------|--------|--------|---|--------|-----|--|--|
|          |  |          | L          | R      | Oi Cia  | L      | R      |   | L      | R   |  |  |
| 1        | 1  | Ceiling  | 3.0        | 0.0    |         | 0.0    | 0.0    |   | 0.0    | 0.0 |  |  |
| large    | large  |          | 3.0        | 3.0    |         | 3.0    | 3.0    |   | 3.0    | 3.0 |  |  |
|          | 161180   |          | 3.2        | 3.2    |         | 3.2    | 3.2    |   | 3.2    | 3.2 |  |  |
|          |  |          | 3.3        | 3.3    |         | 3.3    | 3.3    |   | 3.3    | 3.3 |  |  |
| 1        | 1 1  |          | 3.4        | 3.4    |         | 3.4    | 3.4    |   | 3.4    | 3.4 |  |  |
| horse    | hard   |          | 3.5        | 3.5    |         | 3.5    | 3.5    |   | 3.5    | 3.5 |  |  |
| 110130   | mara   |          | 3.7        | 3.7    |         | 3.7    | 3.7    |   | 3.7    | 3.7 |  |  |
|          |  |          | 3.8        | 3.8    |         | 3.8    | 3.8    |   | 3.8    | 3.8 |  |  |
|          | _  |          | 3.9        | 3.9    |         | 3.9    | 3.9    |   | 3.9    | 3.9 |  |  |
| short    | before   |          | 4.0<br>4.1 | 4.0    |         | 4.0    | 4.0    |   | 4.0    | 4.0 |  |  |
| SHULL    | DETOTE   |          | 4.1        | 4.1    |         | 4.1    | 4.1    |   | 4.1    | 4.1 |  |  |
|          |  |          | 4.3        | 4.3    |         | 4.3    | 4.3    |   | 4.3    | 4.3 |  |  |
|          |  |          | 4.4        | 4.4    |         | 4.4    | 4.4    |   | 4.4    | 4.4 |  |  |
| b of one | a <b>l</b> a a set   |          | 4.5        | 4.5    |         | 4.5    | 4.5    |   | 4.5    | 4.5 |  |  |
| before   | short  |          | 4.6<br>4.7 | 4.6    |         | 4.6    | 4.6    |   | 4.6    | 4.6 |  |  |
|          | ~ •  |          | 4.8        | 4.8    |         | 4.8    | 4.8    |   | 4.8    | 4.8 |  |  |
|          |  |          | 4.9        | 4.9    |         | 4.9    | 4.9    |   | 4.9    | 4.9 |  |  |
|          |  |          | 5          | 5      |         | 5      | 5      |   | 5      | 5   |  |  |
| 1        | <b>1</b>   |          | 6          | 6<br>7 |         | 6<br>7 | 6<br>7 |   | 6<br>7 | 6   |  |  |
| door     | door   |          | 7          | 8      |         | 8      | 8      |   | 8      | 7 8 |  |  |
|          |  | Initials |            | _      | u !<br> | -      |        | Ī | لتا    |     |  |  |

**LESSON 5A** 

Also called the *Student Reading Wall*, the steps below incorporate memorization techniques for dramatically improved learning of Grade Level Reading Vocabulary

ai - long a

# fair hair train stairs again

great

**DIRECTIONS FOR STUDENT READING WALL** – Tape sheets side-by-side along a wall 3 feet off the floor. Follow the 4 Steps below. To view video of the process go to <a href="https://www.tampareads.com/video">www.tampareads.com/video</a>

#### STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the color-coded sound in each word in the left column. These are usually vowel sounds. To review the sounds see file #15A at the members page at ReadingKey.com

#### STEP 2 - STOP AT THE VOWEL SOUND

Next, have your student say the sounds made by the letters only up to the vowel sound (typically the beginning consonant and vowel sound blended together - ca - fa – etc.). Some lists contain other common sounds or spelling patterns which have been color-coded.

#### STEP 3 - READ EACH WORD SLOWLY

After successfully doing the "Stop at the Vowel Sound" technique with each word, the student now tries to say each complete word in the **left** column slowly. If an error is made, stop your student – discuss the mistake - then start again from the top. When the student can read the left column words from top to bottom with no errors, proceed to STEP 4 Fluency Practice. NOTE: If the last "boxed" word significantly slows student progress you can skip this word and study separately. The boxed word is called the "Word of the Day" and usually does not follow the phonics rules or is difficult for students to learn.

#### STEP 4 - FLUENCY PRACTICE

This step <u>dramatically</u> improves mastery of the list words. Use a stopwatch or watch timer to "time" how fast your student can say the list words in the left column below. Tell your student that when they say the first word you will then begin timing. When the column of words is read without an error, have your student place an "X" in the correct time box in the "L" column in the Fluency Time Chart below. If your student makes an error while being timed, stop and discuss the error and begin again from the top. When a mastery time of 3 seconds (or faster) is reached have your student read the right "R" column of words. Skip Steps 1 and 2 for the right column and have the student read the column words slowly and then begin timing. The right column words are the same as in the left column but in a different order and without the color-coded sound helper. When a mastery time of 3 or less seconds is reached again, congratulate your student and move to the next LESSON. On the following day come back and test your student on the list words across the top of this page, you'll then see the words have been truly mastered!

## **Fluency Time Chart**

Place "X" in box after timing student on words
"L" is for saying left column words
"R" is for saying right column words
The 3 sections can be used for 3 students

| The 3 sections can be used for 3 students |         |       |        |       |       |         |        |     |  |  |
|---|---------|-------|--------|-------|-------|---------|--------|-----|--|--|
| To rec                                    | ord tir | mes f | or cla | ss us | e cha | rt in F | ile #1 | 9   |  |  |
|   | L       | R     |        | L     | R     |         | L      | R   |  |  |
| Ceiling                                   |         |       |        |       |       |         |        |     |  |  |
|   | 3.0     | 3.0   |        | 3.0   | 3.0   |         | 3.0    | 3.0 |  |  |
|   | 3.1     | 3.1   |        | 3.1   | 3.1   |         | 3.1    | 3.1 |  |  |
|   | 3.2     | 3.2   |        | 3.2   | 3.2   |         | 3.2    | 3.2 |  |  |
|   | 3.3     | 3.3   |        | 3.3   | 3.3   |         | 3.3    | 3.3 |  |  |
|   | 3.4     | 3.4   |        | 3.4   | 3.4   |         | 3.4    | 3.4 |  |  |
|   | 3.5     | 3.5   |        | 3.5   | 3.5   |         | 3.5    | 3.5 |  |  |
|   | 3.6     | 3.6   |        | 3.6   | 3.6   |         | 3.6    | 3.6 |  |  |
|   | 3.7     | 3.7   |        | 3.7   | 3.7   |         | 3.7    | 3.7 |  |  |
|   | 3.8     | 3.8   |        | 3.8   | 3.8   |         | 3.8    | 3.8 |  |  |
|   | 3.9     | 3.9   |        | 3.9   | 3.9   |         | 3.9    | 3.9 |  |  |
|   | 4.0     | 4.0   |        | 4.0   | 4.0   |         | 4.0    | 4.0 |  |  |
|   | 4.1     | 4.1   |        | 4.1   | 4.1   |         | 4.1    | 4.1 |  |  |
|   | 4.2     | 4.2   |        | 4.2   | 4.2   |         | 4.2    | 4.2 |  |  |
|   | 4.3     | 4.3   |        | 4.3   | 4.3   |         | 4.3    | 4.3 |  |  |
|   | 4.4     | 4.4   |        | 4.4   | 4.4   |         | 4.4    | 4.4 |  |  |
|   | 4.5     | 4.5   |        | 4.5   | 4.5   |         | 4.5    | 4.5 |  |  |
|   | 4.6     | 4.6   |        | 4.6   | 4.6   |         | 4.6    | 4.6 |  |  |
|   | 4.7     | 4.7   |        | 4.7   | 4.7   |         | 4.7    | 4.7 |  |  |
|   | 4.8     | 4.8   |        | 4.8   | 4.8   |         | 4.8    | 4.8 |  |  |
|   | 4.9     | 4.9   |        | 4.9   | 4.9   |         | 4.9    | 4.9 |  |  |
|   | 5       | 5     |        | 5     | 5     |         | 5      | 5   |  |  |
|   | 6       | 6     |        | 6     | 6     |         | 6      | 6   |  |  |
|   | 7       | 7     |        | 7     | 7     |         | 7      | 7   |  |  |
| 8 8 8 8                                   |         |       |        |       |       |         | 8      | 8   |  |  |
| Initials                                  |         |       |        |       |       |         |        |     |  |  |
|   |         |       |        |       |       |         |        |     |  |  |

fair train

hair hair

train fair

stairs again

again stairs

great

great

**LESSON 5B** 

Also called the Student Reading Wall, the steps below incorporate memorization techniques for dramatically improved learning of Grade Level Reading Vocabulary

ee ea – long e

### each teach mean seed

knee

**DIRECTIONS FOR STUDENT READING WALL** – Tape sheets side-by-side along a wall 3 feet off the floor. Follow the 4 Steps below. To view video of the process go to www.tampareads.com/video

#### STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the color-coded sound in each word in the left column. These are usually vowel sounds. To review the sounds see file #15A at the members page at ReadingKey.com

#### STEP 2 - STOP AT THE VOWEL SOUND

Next, have your student say the sounds made by the letters only up to the vowel sound (typically the beginning consonant and vowel sound blended together - ca - fa - etc.). Some lists contain other common sounds or spelling patterns which have been color-coded.

### STEP 3 - READ EACH WORD SLOWLY

After successfully doing the "Stop at the Vowel Sound" technique with each word, the student now tries to say each complete word in the left column slowly. If an error is made, stop your student - discuss the mistake - then start again from the top. When the student can read the left column words from top to bottom with no errors, proceed to STEP 4 Fluency Practice. NOTE: If the last "boxed" word significantly slows student progress you can skip this word and study separately. The boxed word is called the "Word of the Day" and usually does not follow the phonics rules or is difficult for students to learn.

#### STEP 4 – FLUENCY PRACTICE

This step <u>dramatically</u> improves mastery of the list words. Use a stopwatch or watch timer to "time" how fast your student can say the list words in the left column below. Tell your student that when they say the first word you will then begin timing. When the column of words is read without an error, have your student place an "X" in the correct time box in the "L" column in the Fluency Time Chart below. If your student makes an error while being timed, stop and discuss the error and begin again from the top. When a mastery time of 3 seconds (or faster) is reached have your student read the right "R" column of words. Skip Steps 1 and 2 for the right column and have the student read the column words slowly and then begin timing. The right column words are the same as in the left column but in a different order and without the color-coded sound helper. When a mastery time of 3 or less seconds is reached again, congratulate your student and move to the next LESSON. On the following day come back and test your student on the list words across the top of this page, you'll then see the words have been truly mastered!

## Fluency Time Chart

Place "X" in box after timing student on words "L" is for saying left column words "R" is for saving right column words

| each       | The 3 se |     |     |        |     |     |  |     |     |  |
|------------|----------|-----|-----|--------|-----|-----|--|-----|-----|--|
| 0 00 0 11  | To rec   |     |     |        |     |     |  |     | 9   |  |
|            | 10100    | L   | R   | 01 010 | L   | R   |  | L   | R   |  |
|            | Ceiling  |     |     |        |     |     |  |     |     |  |
| VOOT       | ŭ        | 3.0 | 3.0 |        | 3.0 | 3.0 |  | 3.0 | 3.0 |  |
| year       |          | 3.1 | 3.1 |        | 3.1 | 3.1 |  | 3.1 | 3.1 |  |
|            |          | 3.2 | 3.2 |        | 3.2 | 3.2 |  | 3.2 | 3.2 |  |
|            |          | 3.3 | 3.3 |        | 3.3 | 3.3 |  | 3.3 | 3.3 |  |
|            |          | 3.4 | 3.4 |        | 3.4 | 3.4 |  | 3.4 | 3.4 |  |
| seed       |          | 3.5 | 3.5 |        | 3.5 | 3.5 |  | 3.5 | 3.5 |  |
| seeu       |          | 3.6 | 3.6 |        | 3.6 | 3.6 |  | 3.6 | 3.0 |  |
| ~ ~ ~ ~    |          | 3.7 | 3.7 |        | 3.7 | 3.7 |  | 3.7 | 3.  |  |
|            |          | 3.8 | 3.8 |        | 3.8 | 3.8 |  | 3.8 | 3.  |  |
|            |          | 3.9 | 3.9 |        | 3.9 | 3.9 |  | 3.9 | 3.  |  |
| 122 0 0 12 |          | 4.0 | 4.0 |        | 4.0 | 4.0 |  | 4.0 | 4.0 |  |
| mean       |          | 4.1 | 4.1 |        | 4.1 | 4.1 |  | 4.1 | 4.  |  |
|            |          | 4.2 | 4.2 |        | 4.2 | 4.2 |  | 4.2 | 4.  |  |
|            |          | 4.3 | 4.3 |        | 4.3 | 4.3 |  | 4.3 | 4.  |  |
|            |          | 4.4 | 4.4 |        | 4.4 | 4.4 |  | 4.4 | 4.  |  |
| 4 1-       |          | 4.5 | 4.5 |        | 4.5 | 4.5 |  | 4.5 | 4.  |  |
| teach      |          | 4.6 | 4.6 |        | 4.6 | 4.6 |  | 4.6 | 4.  |  |
| touon      |          | 4.7 | 4.7 |        | 4.7 | 4.7 |  | 4.7 | 4.  |  |
|            |          | 4.8 | 4.8 |        | 4.8 | 4.8 |  | 4.8 | 4.8 |  |
|            |          | 4.9 | 4.9 |        | 4.9 | 4.9 |  | 4.9 | 4.9 |  |
|            | _        | 5   | 5   |        | 5   | 5   |  | 5   | 5   |  |
|            |          | 6   | 6   |        | 6   | 6   |  | 6   | 6   |  |
| l knee     |          | 7   | 7   |        | 7   | 7   |  | 7   | 7   |  |
|            |          | 8   | 8   | Į l    | 8   | 8   |  | 8   | 8   |  |
|            | Initials |     |     |        |     |     |  |     |     |  |

pach seed each teach mean year

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**LESSON 5C** 

Also called the *Student Reading Wall*, the steps below incorporate memorization techniques for dramatically improved learning of Grade Level Reading Vocabulary

ie – long i

# pie tie tied cried lie

quiet

**DIRECTIONS FOR STUDENT READING WALL** – Tape sheets side-by-side along a wall 3 feet off the floor. Follow the 4 Steps below. To view video of the process go to <a href="https://www.tampareads.com/video">www.tampareads.com/video</a>

#### STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the color-coded sound in each word in the left column. These are usually vowel sounds. To review the sounds see file #15A at the members page at ReadingKey.com

#### STEP 2 - STOP AT THE VOWEL SOUND

Next, have your student say the sounds made by the letters only up to the vowel sound (typically the beginning consonant and vowel sound blended together - ca - fa – etc.). Some lists contain other common sounds or spelling patterns which have been color-coded.

### STEP 3 - READ EACH WORD SLOWLY

After successfully doing the "Stop at the Vowel Sound" technique with each word, the student now tries to say each complete word in the **left** column slowly. If an error is made, stop your student – discuss the mistake - then start again from the top. When the student can read the left column words from top to bottom with no errors, proceed to STEP 4 Fluency Practice. NOTE: If the last "boxed" word significantly slows student progress you can skip this word and study separately. The boxed word is called the "Word of the Day" and usually does not follow the phonics rules or is difficult for students to learn.

#### STEP 4 – FLUENCY PRACTICE

This step <u>dramatically</u> improves mastery of the list words. Use a stopwatch or watch timer to "time" how fast your student can say the list words in the left column below. Tell your student that when they say the first word you will then begin timing. When the column of words is read without an error, have your student place an "X" in the correct time box in the "L" column in the Fluency Time Chart below. If your student makes an error while being timed, stop and discuss the error and begin again from the top. When a mastery time of 3 seconds (or faster) is reached have your student read the right "R" column of words. Skip Steps 1 and 2 for the right column and have the student read the column words slowly and then begin timing. The right column words are the same as in the left column but in a different order and without the color-coded sound helper. When a mastery time of 3 or less seconds is reached again, congratulate your student and move to the next LESSON. On the following day come back and test your student on the list words across the top of this page, you'll then see the words have been truly mastered!

## Fluency Time Chart

Place "X" in box after timing student on words
"L" is for saying left column words
"R" is for saying right column words
The 3 sections can be used for 3 students

|          | To record times for class use chart in File #19 |     |  |     |     |  |     |     |  |  |
|----------|---|-----|--|-----|-----|--|-----|-----|--|--|
|          | L   | R   |  | L   | R   |  | L   | R   |  |  |
| Ceiling  |   |     |  |     |     |  |     |     |  |  |
|          | 3.0   | 3.0 |  | 3.0 | 3.0 |  | 3.0 | 3.0 |  |  |
|          | 3.1   | 3.1 |  | 3.1 | 3.1 |  | 3.1 | 3.1 |  |  |
|          | 3.2   | 3.2 |  | 3.2 | 3.2 |  | 3.2 | 3.2 |  |  |
|          | 3.3   | 3.3 |  | 3.3 | 3.3 |  | 3.3 | 3.3 |  |  |
|          | 3.4   | 3.4 |  | 3.4 | 3.4 |  | 3.4 | 3.4 |  |  |
|          | 3.5   | 3.5 |  | 3.5 | 3.5 |  | 3.5 | 3.5 |  |  |
|          | 3.6   | 3.6 |  | 3.6 | 3.6 |  | 3.6 | 3.6 |  |  |
|          | 3.7   | 3.7 |  | 3.7 | 3.7 |  | 3.7 | 3.7 |  |  |
|          | 3.8   | 3.8 |  | 3.8 | 3.8 |  | 3.8 | 3.8 |  |  |
|          | 3.9   | 3.9 |  | 3.9 | 3.9 |  | 3.9 | 3.9 |  |  |
|          | 4.0   | 4.0 |  | 4.0 | 4.0 |  | 4.0 | 4.0 |  |  |
|          | 4.1   | 4.1 |  | 4.1 | 4.1 |  | 4.1 | 4.1 |  |  |
|          | 4.2   | 4.2 |  | 4.2 | 4.2 |  | 4.2 | 4.2 |  |  |
|          | 4.3   | 4.3 |  | 4.3 | 4.3 |  | 4.3 | 4.3 |  |  |
|          | 4.4   | 4.4 |  | 4.4 | 4.4 |  | 4.4 | 4.4 |  |  |
|          | 4.5   | 4.5 |  | 4.5 | 4.5 |  | 4.5 | 4.5 |  |  |
|          | 4.6   | 4.6 |  | 4.6 | 4.6 |  | 4.6 | 4.6 |  |  |
|          | 4.7   | 4.7 |  | 4.7 | 4.7 |  | 4.7 | 4.7 |  |  |
|          | 4.8   | 4.8 |  | 4.8 | 4.8 |  | 4.8 | 4.8 |  |  |
|          | 4.9   | 4.9 |  | 4.9 | 4.9 |  | 4.9 | 4.9 |  |  |
|          | 5   | 5   |  | 5   | 5   |  | 5   | 5   |  |  |
|          | 6   | 6   |  | 6   | 6   |  | 6   | 6   |  |  |
|          | 7   | 7   |  | 7   | 7   |  | 7   | 7   |  |  |
|          | 8   | 8   |  | 8   | 8   |  | 8   | 8   |  |  |
| Initials |   |     |  |     |     |  |     |     |  |  |

pie tied

tie pie

tied tie

cried lie

lie cried

quiet

quiet

**LESSON 5D** 

coat

Also called the Student Reading Wall, the steps below incorporate memorization techniques for dramatically improved learning of Grade Level Reading Vocabulary

oa – long o

### goat toad throat road coat

toad

toe

**DIRECTIONS FOR STUDENT READING WALL** – Tape sheets side-by-side along a wall 3 feet off the floor. Follow the 4 Steps below. To view video of the process go to www.tampareads.com/video

#### STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the color-coded sound in each word in the left column. These are usually vowel sounds. To review the sounds see file #15A at the members page at ReadingKey.com

#### STEP 2 - STOP AT THE VOWEL SOUND

Next, have your student say the sounds made by the letters only up to the vowel sound (typically the beginning consonant and vowel sound blended together - ca - fa - etc.). Some lists contain other common sounds or spelling patterns which have been color-coded.

### STEP 3 - READ EACH WORD SLOWLY

After successfully doing the "Stop at the Vowel Sound" technique with each word, the student now tries to say each complete word in the left column slowly. If an error is made, stop your student - discuss the mistake - then start again from the top. When the student can read the left column words from top to bottom with no errors, proceed to STEP 4 Fluency Practice. NOTE: If the last "boxed" word significantly slows student progress you can skip this word and study separately. The boxed word is called the "Word of the Day" and usually does not follow the phonics rules or is difficult for students to learn.

#### STEP 4 – FLUENCY PRACTICE

This step dramatically improves mastery of the list words. Use a stopwatch or watch timer to "time" how fast your student can say the list words in the left column below. Tell your student that when they say the first word you will then begin timing. When the column of words is read without an error, have your student place an "X" in the correct time box in the "L" column in the Fluency Time Chart below. If your student makes an error while being timed, stop and discuss the error and begin again from the top. When a mastery time of 3 seconds (or faster) is reached have your student read the right "R" column of words. Skip Steps 1 and 2 for the right column and have the student read the column words slowly and then begin timing. The right column words are the same as in the left column but in a different order and without the color-coded sound helper. When a mastery time of 3 or less seconds is reached again, congratulate your student and move to the next LESSON. On the following day come back and test your student on the list words across the top of this page, you'll then see the words have been truly mastered!

## Fluency Time Chart

Place "X" in box after timing student on words "L" is for saying left column words "R" is for saying right column words

| Coat   | The 3 sections can be used for 3 stu  To record times for class use chart in I |          |            |     |        |        |     |   |        |     |
|--------|--|----------|------------|-----|--------|--------|-----|---|--------|-----|
|        |  | 10160    | L          | R   | JI CIA | L<br>L | R   |   | L L    | R   |
| 4      | 4  | Ceiling  |            |     |        |        |     |   |        |     |
| goat   | goat   |          | 3.0        | 3.0 |        | 3.0    | 3.0 | 1 | 3.0    | 3.0 |
| Sout   | Sout   |          | 3.1        | 3.1 |        | 3.1    | 3.1 |   | 3.1    | 3.1 |
|        |  |          | 3.3        | 3.3 |        | 3.3    | 3.3 |   | 3.3    | 3.3 |
|        |  |          | 3.4        | 3.4 |        | 3.4    | 3.4 |   | 3.4    | 3.4 |
| toad   | cont   |          | 3.5        | 3.5 |        | 3.5    | 3.5 |   | 3.5    | 3.5 |
| wau    | coat   |          | 3.6        | 3.6 |        | 3.6    | 3.6 |   | 3.6    | 3.6 |
|        |  |          | 3.7        | 3.7 |        | 3.7    | 3.7 |   | 3.7    | 3.7 |
|        |  |          | 3.8        | 3.8 |        | 3.8    | 3.8 | 1 | 3.8    | 3.8 |
| 41     | 1  |          | 4.0        | 4.0 |        | 4.0    | 4.0 |   | 4.0    | 4.0 |
| throat | road   |          | 4.1        | 4.1 |        | 4.1    | 4.1 |   | 4.1    | 4.1 |
|        | Toda   |          | 4.2        | 4.2 |        | 4.2    | 4.2 |   | 4.2    | 4.2 |
|        |  |          | 4.3        | 4.3 |        | 4.3    | 4.3 |   | 4.3    | 4.3 |
|        |  |          | 4.4        | 4.4 |        | 4.4    | 4.4 |   | 4.4    | 4.4 |
| rood   | throat   |          | 4.5<br>4.6 | 4.5 |        | 4.5    | 4.5 |   | 4.5    | 4.5 |
| road   | umoat  |          | 4.7        | 4.7 |        | 4.7    | 4.7 |   | 4.7    | 4.7 |
|        |  |          | 4.8        | 4.8 |        | 4.8    | 4.8 |   | 4.8    | 4.8 |
|        |  |          | 4.9        | 4.9 |        | 4.9    | 4.9 |   | 4.9    | 4.9 |
|        |  |          | 5          | 5   |        | 5      | 5   |   | 5      | 5   |
|        |  |          | 6          | 6   |        | 6      | 6   |   | 6      | 6   |
| toe    | toe  |          | 7<br>8     | 7   |        | 7      | 7   |   | 7<br>8 | 7   |
|        |  | Initials | 0          | 0   |        | ō      | ō   |   | ٥      | 0   |
|        |  | iiiilais |            |     |        |        |     | 1 | ь      |     |

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**LESSON 6A** 

Also called the Student Reading Wall, the steps below incorporate memorization techniques for dramatically improved learning of Grade Level Reading Vocabulary

ow – long o

#### grow window know show own

DIRECTIONS FOR STUDENT READING WALL - Tape sheets side-by-side along a wall 3 feet off the floor. Follow the 4 Steps below. To view video of the process go to www.tampareads.com/video

#### STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the color-coded sound in each word in the left column. These are usually vowel sounds. To review the sounds see file #15A at the members page at ReadingKey.com

#### STEP 2 - STOP AT THE VOWEL SOUND

Next, have your student say the sounds made by the letters only up to the vowel sound (typically the beginning consonant and vowel sound blended together - ca - fa - etc.). Some lists contain other common sounds or spelling patterns which have been color-coded.

#### STEP 3 - READ EACH WORD SLOWLY

After successfully doing the "Stop at the Vowel Sound" technique with each word, the student now tries to say each complete word in the left column slowly. If an error is made, stop your student - discuss the mistake - then start again from the top. When the student can read the left column words from top to bottom with no errors, proceed to STEP 4 Fluency Practice. NOTE: If the last "boxed" word significantly slows student progress you can skip this word and study separately. The boxed word is called the "Word of the Day" and usually does not follow the phonics rules or is difficult for students to learn.

#### STEP 4 – FLUENCY PRACTICE

This step <u>dramatically</u> improves mastery of the list words. Use a stopwatch or watch timer to "time" how fast your student can say the list words in the left column below. Tell your student that when they say the first word you will then begin timing. When the column of words is read without an error, have your student place an "X" in the correct time box in the "L" column in the Fluency Time Chart below. If your student makes an error while being timed, stop and discuss the error and begin again from the top. When a mastery time of 3 seconds (or faster) is reached have your student read the right "R" column of words. Skip Steps 1 and 2 for the right column and have the student read the column words slowly and then begin timing. The right column words are the same as in the left column but in a different order and without the color-coded sound helper. When a mastery time of 3 or less seconds is reached again, congratulate your student and move to the next LESSON. On the following day come back and test your student on the list words across the top of this page, you'll then see the words have been truly mastered!

## **Fluency Time Chart**

Place "X" in box after timing student on words

| <u>own</u>          | window          | "L" is for saying left column words "R" is for saying right column words The 3 sections can be used for 3 students To record times for class use chart in File #19 |            |            |        |            |            |  |            |            |
|---------------------|-----------------|--|------------|------------|--------|------------|------------|--|------------|------------|
| •                   | •               | Ceiling  | L          | R          | or cia | L          | R          |  | L L        | R          |
| show                | show            |  | 3.0        | 3.0        |        | 3.0        | 3.0        |  | 3.0        | 3.0        |
|                     | SHOW            |  | 3.1        | 3.1        |        | 3.1        | 3.1        |  | 3.1        | 3.1        |
|                     |                 |  | 3.2        | 3.2        |        | 3.2        | 3.2        |  | 3.2        | 3.2        |
|                     |                 |  | 3.4        | 3.4        |        | 3.4        | 3.4        |  | 3.4        | 3.4        |
| ~-14 O X X X        | 0.44.40         |  | 3.5        | 3.5        |        | 3.5        | 3.5        |  | 3.5        | 3.5        |
| grow                | own             |  | 3.6        | 3.6        |        | 3.6        | 3.6        |  | 3.6        | 3.6        |
| <b>5</b> - <b>1</b> | O               |  | 3.7        | 3.7        |        | 3.7        | 3.7        |  | 3.7        | 3.7        |
|                     |                 |  | 3.8        | 3.8        |        | 3.8        | 3.8        |  | 3.8        | 3.8        |
| • 1                 | 1               |  | 3.9<br>4.0 | 3.9<br>4.0 |        | 3.9<br>4.0 | 3.9<br>4.0 |  | 3.9<br>4.0 | 3.9<br>4.0 |
| window              | know            |  | 4.0        | 4.0        |        | 4.0        | 4.0        |  | 4.0        | 4.0        |
| W III GO W          | KIIOW           |  | 4.2        | 4.2        |        | 4.2        | 4.2        |  | 4.2        | 4.2        |
|                     |                 |  | 4.3        | 4.3        |        | 4.3        | 4.3        |  | 4.3        | 4.3        |
|                     |                 |  | 4.4        | 4.4        |        | 4.4        | 4.4        |  | 4.4        | 4.4        |
| 1,100,111           | C-10 C X X X    |  | 4.5        | 4.5        |        | 4.5        | 4.5        |  | 4.5        | 4.5        |
| know                | grow            |  | 4.6<br>4.7 | 4.6        |        | 4.6        | 4.6        |  | 4.6        | 4.6        |
|                     | <b>6</b> -3 · · |  | 4.8        | 4.8        |        | 4.8        | 4.8        |  | 4.8        | 4.8        |
|                     |                 |  | 4.9        | 4.9        |        | 4.9        | 4.9        |  | 4.9        | 4.9        |
|                     |                 |  | 5          | 5          |        | 5          | 5          |  | 5          | 5          |
|                     |                 |  | 6          | 6          |        | 6          | 6          |  | 6          | 6          |
| l two l             | two             |  | 7          | 7          |        | 7          | 7          |  | 7          | 7          |
|                     |                 | Initials   | 8          | 8          |        | 8          | 8          |  | 8          | 8          |

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**LESSON 6B** 

Also called the *Student Reading Wall*, the steps below incorporate memorization techniques for dramatically improved learning of Grade Level Reading Vocabulary

ow ou

## owl cow cloud about our

\_1\_,,,

yours

**DIRECTIONS FOR STUDENT READING WALL** – Tape sheets side-by-side along a wall 3 feet off the floor. Follow the 4 Steps below. To view video of the process go to <a href="https://www.tampareads.com/video">www.tampareads.com/video</a>

#### STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the color-coded sound in each word in the left column. These are usually vowel sounds. To review the sounds see file #15A at the members page at ReadingKey.com

#### STEP 2 - STOP AT THE VOWEL SOUND

Next, have your student say the sounds made by the letters only up to the vowel sound (typically the beginning consonant and vowel sound blended together - ca - fa — etc.). Some lists contain other common sounds or spelling patterns which have been color-coded.

### STEP 3 - READ EACH WORD SLOWLY

After successfully doing the "Stop at the Vowel Sound" technique with each word, the student now tries to say each complete word in the **left** column slowly. If an error is made, stop your student – discuss the mistake - then start again from the top. When the student can read the left column words from top to bottom with no errors, proceed to STEP 4 Fluency Practice. NOTE: If the last "boxed" word significantly slows student progress you can skip this word and study separately. The boxed word is called the "Word of the Day" and usually does not follow the phonics rules or is difficult for students to learn.

#### STEP 4 - FLUENCY PRACTICE

This step dramatically improves mastery of the list words. Use a stopwatch or watch timer to "time" how fast your student can say the list words in the left column below. Tell your student that when they say the first word you will then begin timing. When the column of words is read without an error, have your student place an "X" in the correct time box in the "L" column in the Fluency Time Chart below. If your student makes an error while being timed, stop and discuss the error and begin again from the top. When a mastery time of 3 seconds (or faster) is reached have your student read the right "R" column of words. Skip Steps 1 and 2 for the right column and have the student read the column words slowly and then begin timing. The right column words are the same as in the left column but in a different order and without the color-coded sound helper. When a mastery time of 3 or less seconds is reached again, congratulate your student and move to the next LESSON. On the following day come back and test your student on the list words across the top of this page, you'll then see the words have been truly mastered!

## **Fluency Time Chart**

Place "X" in box after timing student on words
"L" is for saying left column words
"R" is for saying right column words
The 3 sections can be used for 3 students

| 7            | cloud          |             |     |     | ying r   |       |            |           |     |        |   |
|--------------|----------------|-------------|-----|-----|----------|-------|------------|-----------|-----|--------|---|
| •            |                |             |     |     | can b    |       |            |           |     | 0      |   |
|              |                | To rec      | י ו | R   | or cia   | SS US | e cha<br>R | I ( II) F | L L | 9<br>R | ī |
|              |                | Ceiling     | -   | K   |          | -     | K          |           |     |        |   |
| •            |                | Ocining     | 3.0 | 3.0 |          | 3.0   | 3.0        |           | 3.0 | 3.0    |   |
| $\mathbf{W}$ | $\mathbf{cow}$ |             | 3.1 | 3.1 |          | 3.1   | 3.1        |           | 3.1 | 3.1    |   |
| •            |                |             | 3.2 | 3.2 |          | 3.2   | 3.2        |           | 3.2 | 3.2    |   |
|              |                |             | 3.3 | 3.3 |          | 3.3   | 3.3        |           | 3.3 | 3.3    |   |
|              |                |             | 3.4 | 3.4 |          | 3.4   | 3.4        |           | 3.4 | 3.4    |   |
| 1            | 1              |             | 3.5 | 3.5 |          | 3.5   | 3.5        |           | 3.5 | 3.5    |   |
| oud          | owl            |             | 3.6 | 3.6 |          | 3.6   | 3.6        |           | 3.6 | 3.6    |   |
|              | 0 11 1         |             | 3.7 | 3.7 |          | 3.7   | 3.7        |           | 3.7 | 3.7    |   |
|              |                |             | 3.8 | 3.8 |          | 3.8   | 3.8        |           | 3.8 | 3.8    |   |
|              |                |             | 3.9 | 3.9 |          | 3.9   | 3.9        |           | 3.9 | 3.9    |   |
| 4            | 12             |             | 4.0 | 4.0 |          | 4.0   | 4.0        |           | 4.0 | 4.0    |   |
| out          | our            |             | 4.1 | 4.1 |          | 4.1   | 4.1        |           | 4.1 | 4.1    |   |
| Out          | Oui            |             | 4.2 | 4.2 |          | 4.2   | 4.2        |           | 4.2 | 4.2    |   |
|              |                |             | 4.3 | 4.3 |          | 4.3   | 4.3        |           | 4.3 | 4.3    |   |
|              |                |             | 4.4 | 4.4 |          | 4.4   | 4.4        |           | 4.4 | 4.4    |   |
|              | - 1 4          |             | 4.5 | 4.5 |          | 4.5   | 4.5        |           | 4.5 | 4.5    |   |
| r            | about          |             | 4.6 | 4.6 |          | 4.6   | 4.6        |           | 4.6 | 4.6    |   |
| <b>L</b>     | about          |             | 4.7 | 4.7 |          | 4.7   | 4.7        |           | 4.7 | 4.7    |   |
|              |                |             | 4.8 | 4.8 |          | 4.8   | 4.8        |           | 4.8 | 4.8    |   |
|              |                |             | 4.9 | 4.9 |          | 4.9   | 4.9        |           | 4.9 | 4.9    |   |
|              |                | <b>-</b>    | 5   | 5   |          | 5     | 5          |           | 5   | 5      |   |
|              |                |             | 6   | 6   |          | 6     | 6          |           | 6   | 6      |   |
| ours         | VOLLE          |             | 7   | 7   |          | 7     | 7          |           | 7   | 7      |   |
| Ours         | yours          | In it - I - | 8   | 8   | <b> </b> | 8     | 8          |           | 8   | 8      | ļ |
|              | ∥ •            | Initials    | 1   |     | 1        | l     |            | l         | l   |        | Ì |

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**LESSON 6C** 

Also called the *Student Reading Wall*, the steps below incorporate memorization techniques for dramatically improved learning of Grade Level Reading Vocabulary

oo (2 sounds)

## room school book cook foot

haal

who

**DIRECTIONS FOR STUDENT READING WALL** – Tape sheets side-by-side along a wall 3 feet off the floor. Follow the 4 Steps below. To view video of the process go to <a href="https://www.tampareads.com/video">www.tampareads.com/video</a>

#### STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the color-coded sound in each word in the left column. These are usually vowel sounds. To review the sounds see file #15A at the members page at ReadingKey.com

#### STEP 2 - STOP AT THE VOWEL SOUND

Next, have your student say the sounds made by the letters only up to the vowel sound (typically the beginning consonant and vowel sound blended together - ca - fa – etc.). Some lists contain other common sounds or spelling patterns which have been color-coded.

#### STEP 3 - READ EACH WORD SLOWLY

After successfully doing the "Stop at the Vowel Sound" technique with each word, the student now tries to say each complete word in the **left** column slowly. If an error is made, stop your student – discuss the mistake - then start again from the top. When the student can read the left column words from top to bottom with no errors, proceed to STEP 4 Fluency Practice. NOTE: If the last "boxed" word significantly slows student progress you can skip this word and study separately. The boxed word is called the "Word of the Day" and usually does not follow the phonics rules or is difficult for students to learn.

#### STEP 4 – FLUENCY PRACTICE

This step <u>dramatically</u> improves mastery of the list words. Use a stopwatch or watch timer to "time" how fast your student can say the list words in the left column below. Tell your student that when they say the first word you will then begin timing. When the column of words is read without an error, have your student place an "X" in the correct time box in the "L" column in the Fluency Time Chart below. If your student makes an error while being timed, stop and discuss the error and begin again from the top. When a mastery time of 3 seconds (or faster) is reached have your student read the right "R" column of words. Skip Steps 1 and 2 for the right column and have the student read the column words slowly and then begin timing. The right column words are the same as in the left column but in a different order and without the color-coded sound helper. When a mastery time of 3 or less seconds is reached again, congratulate your student and move to the next LESSON. On the following day come back and test your student on the list words across the top of this page, you'll then see the words have been truly mastered!

## **Fluency Time Chart**

Place "X" in box after timing student on words
"L" is for saying left column words
"R" is for saying right column words
The 3 sections can be used for 3 students

| room   | DOOK       |          |            |        |   |        |     | n word<br>3 stud |        |     |
|--------|------------|----------|------------|--------|---|--------|-----|------------------|--------|-----|
| _      | ~ ~ ~ ~ ~  | To rec   |            |        |   |        |     |                  |        | 9   |
|        |            |          | L          | R      |   | L      | R   |                  | L      | R   |
| 1 1    | 1 1        | Ceiling  |            |        |   |        |     |                  |        |     |
| school | school     |          | 3.0        | 3.0    |   | 3.0    | 3.0 |                  | 3.0    | 3.0 |
|        |            |          | 3.1        | 3.1    |   | 3.1    | 3.1 |                  | 3.1    | 3.1 |
|        |            |          | 3.3        | 3.3    |   | 3.3    | 3.3 |                  | 3.3    | 3.3 |
|        |            |          | 3.4        | 3.4    |   | 3.4    | 3.4 |                  | 3.4    | 3.4 |
| 1 1-   | 44.0.0.100 |          | 3.5        | 3.5    |   | 3.5    | 3.5 |                  | 3.5    | 3.5 |
| book   | room       |          | 3.6        | 3.6    |   | 3.6    | 3.6 |                  | 3.6    | 3.6 |
|        |            |          | 3.7        | 3.7    |   | 3.7    | 3.7 |                  | 3.7    | 3.7 |
|        |            |          | 3.8        | 3.8    |   | 3.8    | 3.8 |                  | 3.8    | 3.8 |
| _      |            |          | 3.9        | 3.9    |   | 3.9    | 3.9 |                  | 3.9    | 3.9 |
| cook   | foot       |          | 4.0        | 4.0    |   | 4.0    | 4.0 |                  | 4.0    | 4.0 |
| COOK   | 1001       |          | 4.1<br>4.2 | 4.1    |   | 4.1    | 4.1 |                  | 4.1    | 4.1 |
|        |            |          | 4.3        | 4.3    |   | 4.3    | 4.3 |                  | 4.3    | 4.3 |
|        |            |          | 4.4        | 4.4    |   | 4.4    | 4.4 |                  | 4.4    | 4.4 |
| C      | 1          |          | 4.5        | 4.5    |   | 4.5    | 4.5 |                  | 4.5    | 4.5 |
| foot   | cook       |          | 4.6        | 4.6    |   | 4.6    | 4.6 |                  | 4.6    | 4.6 |
| 1000   | COOK       |          | 4.7        | 4.7    |   | 4.7    | 4.7 |                  | 4.7    | 4.7 |
|        |            |          | 4.8        | 4.8    |   | 4.8    | 4.8 |                  | 4.8    | 4.8 |
|        |            |          | 4.9        | 4.9    |   | 4.9    | 4.9 |                  | 4.9    | 4.9 |
|        |            |          | 5          | 5      |   | 5      | 5   |                  | 5      | 5   |
| 1 1    | 1          |          | 6<br>7     | 6<br>7 |   | 6<br>7 | 7   |                  | 6<br>7 | 7   |
| 1 Who  | l Who l    |          | 8          | 8      |   | 8      | 8   |                  | 8      | 8   |
|        |            | Initials | ŭ          | Ŭ      | ľ | Ŭ      |     | ν '<br>          | Ŭ      |     |

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**LESSON 6D** 

Also called the Student Reading Wall, the steps below incorporate memorization techniques for dramatically improved learning of Grade Level Reading Vocabulary

Consonant y

#### bunny baby story every pretty

**DIRECTIONS FOR STUDENT READING WALL** – Tape sheets side-by-side along a wall 3 feet off the floor. Follow the 4 Steps below. To view video of the process go to www.tampareads.com/video

#### STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the color-coded sound in each word in the left column. These are usually vowel sounds. To review the sounds see file #15A at the members page at ReadingKey.com

#### STEP 2 - STOP AT THE VOWEL SOUND

Next, have your student say the sounds made by the letters only up to the vowel sound (typically the beginning consonant and vowel sound blended together - ca - fa - etc.). Some lists contain other common sounds or spelling patterns which have been color-coded.

#### STEP 3 - READ EACH WORD SLOWLY

After successfully doing the "Stop at the Vowel Sound" technique with each word, the student now tries to say each complete word in the left column slowly. If an error is made, stop your student - discuss the mistake - then start again from the top. When the student can read the left column words from top to bottom with no errors, proceed to STEP 4 Fluency Practice. NOTE: If the last "boxed" word significantly slows student progress you can skip this word and study separately. The boxed word is called the "Word of the Day" and usually does not follow the phonics rules or is difficult for students to learn.

#### STEP 4 – FLUENCY PRACTICE

This step <u>dramatically</u> improves mastery of the list words. Use a stopwatch or watch timer to "time" how fast your student can say the list words in the left column below. Tell your student that when they say the first word you will then begin timing. When the column of words is read without an error, have your student place an "X" in the correct time box in the "L" column in the Fluency Time Chart below. If your student makes an error while being timed, stop and discuss the error and begin again from the top. When a mastery time of 3 seconds (or faster) is reached have your student read the right "R" column of words. Skip Steps 1 and 2 for the right column and have the student read the column words slowly and then begin timing. The right column words are the same as in the left column but in a different order and without the color-coded sound helper. When a mastery time of 3 or less seconds is reached again, congratulate your student and move to the next LESSON. On the following day come back and test your student on the list words across the top of this page, you'll then see the words have been truly mastered!

### Fluency Time Chart

Place "X" in box after timing student on words "L" is for saying left column words

| baby           | story    |          | 3 sec      | tions      | ying ri<br>can b<br>or cla | e use      | d for      | 3 stu | dents      | 9          |
|----------------|----------|----------|------------|------------|----------------------------|------------|------------|-------|------------|------------|
|                |          | Ceiling  | L          | R          |                            | L          | R          |       | L          | R          |
| hunny          | hunny    | Celling  | 3.0        | 3.0        |                            | 3.0        | 3.0        |       | 3.0        | 3.0        |
| bunny          | bunny    |          | 3.1        | 3.1        |                            | 3.1        | 3.1        |       | 3.1        | 3.1        |
| _              | <b>J</b> |          | 3.2        | 3.2        |                            | 3.2        | 3.2        |       | 3.2        | 3.2        |
|                |          |          | 3.3        | 3.3        |                            | 3.3        | 3.3        |       | 3.3        | 3.3        |
| ~ <del>_</del> | 11       |          | 3.5        | 3.5        |                            | 3.5        | 3.5        |       | 3.5        | 3.5        |
| story          | baby     |          | 3.6        | 3.6        |                            | 3.6        | 3.6        |       | 3.6        | 3.6        |
|                |          |          | 3.7        | 3.7        |                            | 3.7        | 3.7        |       | 3.7        | 3.7        |
|                |          |          | 3.8        | 3.8        |                            | 3.8        | 3.8        |       | 3.8        | 3.8        |
|                | 4.4      |          | 3.9<br>4.0 | 3.9<br>4.0 |                            | 3.9<br>4.0 | 3.9<br>4.0 |       | 3.9<br>4.0 | 3.9<br>4.0 |
| every          | pretty   |          | 4.1        | 4.1        |                            | 4.1        | 4.1        |       | 4.1        | 4.1        |
| CVCIy          | pretty   |          | 4.2        | 4.2        |                            | 4.2        | 4.2        |       | 4.2        | 4.2        |
|                | _        |          | 4.3        | 4.3        |                            | 4.3        | 4.3        |       | 4.3        | 4.3        |
|                |          |          | 4.4<br>4.5 | 4.4        |                            | 4.4        | 4.4        |       | 4.4        | 4.4        |
| nratty         | AMATH    |          | 4.6        | 4.6        |                            | 4.6        | 4.6        |       | 4.6        | 4.6        |
| pretty         | every    |          | 4.7        | 4.7        |                            | 4.7        | 4.7        |       | 4.7        | 4.7        |
| •              | •        |          | 4.8        | 4.8        |                            | 4.8        | 4.8        |       | 4.8        | 4.8        |
|                |          |          | 4.9        | 4.9        |                            | 4.9        | 4.9        |       | 4.9        | 4.9        |
|                |          | ٦        | 5<br>6     | 5<br>6     |                            | 5          | 5<br>6     |       | 5<br>6     | 5          |
| <b></b> _      |          |          | 7          | 7          |                            | 7          | 7          |       | 7          | 7          |
| †ly            | fly      |          | 8          | 8          |                            | 8          | 8          |       | 8          | 8          |
|                |          | Initials |            |            |                            |            |            |       |            |            |

**LESSON 7A** 

Also called the *Student Reading Wall*, the steps below incorporate memorization techniques for dramatically improved learning of Grade Level Reading Vocabulary

Final-e rule

# wave dime bone rope wide

sure

**DIRECTIONS FOR STUDENT READING WALL** – Tape sheets side-by-side along a wall 3 feet off the floor. Follow the 4 Steps below. To view video of the process go to <a href="https://www.tampareads.com/video">www.tampareads.com/video</a>

#### STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the color-coded sound in each word in the left column. These are usually vowel sounds. To review the sounds see file #15A at the members page at ReadingKey.com

#### STEP 2 - STOP AT THE VOWEL SOUND

Next, have your student say the sounds made by the letters only up to the vowel sound (typically the beginning consonant and vowel sound blended together - ca - fa – etc.). Some lists contain other common sounds or spelling patterns which have been color-coded.

#### **STEP 3 - READ EACH WORD SLOWLY**

After successfully doing the "Stop at the Vowel Sound" technique with each word, the student now tries to say each complete word in the **left** column slowly. If an error is made, stop your student – discuss the mistake - then start again from the top. When the student can read the left column words from top to bottom with no errors, proceed to STEP 4 Fluency Practice. NOTE: If the last "boxed" word significantly slows student progress you can skip this word and study separately. The boxed word is called the "Word of the Day" and usually does not follow the phonics rules or is difficult for students to learn.

#### STEP 4 – FLUENCY PRACTICE

This step dramatically improves mastery of the list words. Use a stopwatch or watch timer to "time" how fast your student can say the list words in the left column below. Tell your student that when they say the first word you will then begin timing. When the column of words is read without an error, have your student place an "X" in the correct time box in the "L" column in the Fluency Time Chart below. If your student makes an error while being timed, stop and discuss the error and begin again from the top. When a mastery time of 3 seconds (or faster) is reached have your student read the right "R" column of words. Skip Steps 1 and 2 for the right column and have the student read the column words slowly and then begin timing. The right column words are the same as in the left column but in a different order and without the color-coded sound helper. When a mastery time of 3 or less seconds is reached again, congratulate your student and move to the next LESSON. On the following day come back and test your student on the list words across the top of this page, you'll then see the words have been truly mastered!

### Fluency Time Chart

Place "X" in box after timing student on words
"L" is for saying left column words
"R" is for saying right column words
The 3 sections can be used for 3 students
To record times for class use short in File #19

| The 3 sections can be used for 3 students |         |        |        |        |       |         |        |     |  |  |
|---|---------|--------|--------|--------|-------|---------|--------|-----|--|--|
| To rec                                    | ord tir | mes fo | or cla | ss us  | e cha | rt in F | ile #1 | 9   |  |  |
|   | L       | R      |        | L      | R     |         | L      | R   |  |  |
| Ceiling                                   |         |        |        |        |       |         |        |     |  |  |
|   | 3.0     | 3.0    |        | 3.0    | 3.0   |         | 3.0    | 3.0 |  |  |
|   | 3.1     | 3.1    |        | 3.1    | 3.1   |         | 3.1    | 3.1 |  |  |
|   | 3.2     | 3.2    |        | 3.2    | 3.2   |         | 3.2    | 3.2 |  |  |
|   | 3.3     | 3.3    |        | 3.3    | 3.3   |         | 3.3    | 3.3 |  |  |
|   | 3.4     | 3.4    |        | 3.4    | 3.4   |         | 3.4    | 3.4 |  |  |
|   | 3.5     | 3.5    |        | 3.5    | 3.5   |         | 3.5    | 3.5 |  |  |
|   | 3.6     | 3.6    |        | 3.6    | 3.6   |         | 3.6    | 3.6 |  |  |
|   | 3.7     | 3.7    |        | 3.7    | 3.7   |         | 3.7    | 3.7 |  |  |
|   | 3.8     | 3.8    |        | 3.8    | 3.8   |         | 3.8    | 3.8 |  |  |
|   | 3.9     | 3.9    |        | 3.9    | 3.9   |         | 3.9    | 3.9 |  |  |
|   | 4.0     | 4.0    |        | 4.0    | 4.0   |         | 4.0    | 4.0 |  |  |
|   | 4.1     | 4.1    |        | 4.1    | 4.1   |         | 4.1    | 4.1 |  |  |
|   | 4.2     | 4.2    |        | 4.2    | 4.2   |         | 4.2    | 4.2 |  |  |
|   | 4.3     | 4.3    |        | 4.3    | 4.3   |         | 4.3    | 4.3 |  |  |
|   | 4.4     | 4.4    |        | 4.4    | 4.4   |         | 4.4    | 4.4 |  |  |
|   | 4.5     | 4.5    |        | 4.5    | 4.5   |         | 4.5    | 4.5 |  |  |
|   | 4.6     | 4.6    |        | 4.6    | 4.6   |         | 4.6    | 4.6 |  |  |
|   | 4.7     | 4.7    |        | 4.7    | 4.7   |         | 4.7    | 4.7 |  |  |
|   | 4.8     | 4.8    |        | 4.8    | 4.8   |         | 4.8    | 4.8 |  |  |
|   | 4.9     | 4.9    |        | 4.9    | 4.9   |         | 4.9    | 4.9 |  |  |
|   | 5       | 5      |        | 5      | 5     |         | 5      | 5   |  |  |
|   | 6       | 6      |        | 6      | 6     |         | 6      | 6   |  |  |
|   | 7       | 7      |        | 7      | 7     |         | 7      | 7   |  |  |
|   | 8       | 8      |        | 8      | 8     |         | 8      | 8   |  |  |
| Initials                                  | 1/5     |        |        | -\ /E1 |       |         |        |     |  |  |

wave bone

dime dime

bone wave

rope wide

wide rope

sure

sure

**LESSON 7B** 

Also called the *Student Reading Wall*, the steps below incorporate memorization techniques for dramatically improved learning of Grade Level Reading Vocabulary

ing

# sing king bring swing thing

giving

**DIRECTIONS FOR STUDENT READING WALL** – Tape sheets side-by-side along a wall 3 feet off the floor. Follow the 4 Steps below. To view video of the process go to <a href="https://www.tampareads.com/video">www.tampareads.com/video</a>

#### STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the color-coded sound in each word in the left column. These are usually vowel sounds. To review the sounds see file #15A at the members page at ReadingKey.com

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After successfully doing the "Stop at the Vowel Sound" technique with each word, the student now tries to say each complete word in the **left** column slowly. If an error is made, stop your student – discuss the mistake - then start again from the top. When the student can read the left column words from top to bottom with no errors, proceed to STEP 4 Fluency Practice. NOTE: If the last "boxed" word significantly slows student progress you can skip this word and study separately. The boxed word is called the "Word of the Day" and usually does not follow the phonics rules or is difficult for students to learn.

#### STEP 4 – FLUENCY PRACTICE

This step <u>dramatically</u> improves mastery of the list words. Use a stopwatch or watch timer to "time" how fast your student can say the list words in the left column below. Tell your student that when they say the first word you will then begin timing. When the column of words is read without an error, have your student place an "X" in the correct time box in the "L" column in the Fluency Time Chart below. If your student makes an error while being timed, stop and discuss the error and begin again from the top. When a mastery time of 3 seconds (or faster) is reached have your student read the right "R" column of words. Skip Steps 1 and 2 for the right column and have the student read the column words slowly and then begin timing. The right column words are the same as in the left column but in a different order and without the color-coded sound helper. When a mastery time of 3 or less seconds is reached again, congratulate your student and move to the next LESSON. On the following day come back and test your student on the list words across the top of this page, you'll then see the words have been truly mastered!

## Fluency Time Chart

Place "X" in box after timing student on words 
"L" is for saying left column words 
"R" is for saying right column words 
The 3 sections can be used for 3 students

| To record times for class use chart in File #19 |     |     |        |     |     |   |     |     |  |
|---|-----|-----|--------|-----|-----|---|-----|-----|--|
|   | L   | R   | 0. 0.0 | L   | R   |   | L   | R   |  |
| Ceiling   |     |     |        |     |     |   |     |     |  |
|   | 3.0 | 3.0 |        | 3.0 | 3.0 |   | 3.0 | 3.0 |  |
|   | 3.1 | 3.1 |        | 3.1 | 3.1 |   | 3.1 | 3.1 |  |
|   | 3.2 | 3.2 |        | 3.2 | 3.2 |   | 3.2 | 3.2 |  |
|   | 3.3 | 3.3 |        | 3.3 | 3.3 |   | 3.3 | 3.3 |  |
|   | 3.4 | 3.4 |        | 3.4 | 3.4 |   | 3.4 | 3.4 |  |
|   | 3.5 | 3.5 |        | 3.5 | 3.5 |   | 3.5 | 3.5 |  |
|   | 3.6 | 3.6 |        | 3.6 | 3.6 |   | 3.6 | 3.6 |  |
|   | 3.7 | 3.7 |        | 3.7 | 3.7 |   | 3.7 | 3.7 |  |
|   | 3.8 | 3.8 |        | 3.8 | 3.8 |   | 3.8 | 3.8 |  |
|   | 3.9 | 3.9 |        | 3.9 | 3.9 |   | 3.9 | 3.9 |  |
|   | 4.0 | 4.0 |        | 4.0 | 4.0 |   | 4.0 | 4.0 |  |
|   | 4.1 | 4.1 |        | 4.1 | 4.1 |   | 4.1 | 4.1 |  |
|   | 4.2 | 4.2 |        | 4.2 | 4.2 |   | 4.2 | 4.2 |  |
|   | 4.3 | 4.3 |        | 4.3 | 4.3 |   | 4.3 | 4.3 |  |
|   | 4.4 | 4.4 |        | 4.4 | 4.4 |   | 4.4 | 4.4 |  |
|   | 4.5 | 4.5 |        | 4.5 | 4.5 |   | 4.5 | 4.5 |  |
|   | 4.6 | 4.6 |        | 4.6 | 4.6 |   | 4.6 | 4.6 |  |
|   | 4.7 | 4.7 |        | 4.7 | 4.7 |   | 4.7 | 4.7 |  |
|   | 4.8 | 4.8 |        | 4.8 | 4.8 |   | 4.8 | 4.8 |  |
|   | 4.9 | 4.9 |        | 4.9 | 4.9 |   | 4.9 | 4.9 |  |
|   | 5   | 5   |        | 5   | 5   |   | 5   | 5   |  |
|   | 6   | 6   |        | 6   | 6   |   | 6   | 6   |  |
|   | 7   | 7   |        | 7   | 7   |   | 7   | 7   |  |
|   | 8   | 8   |        | 8   | 8   | ] | 8   | 8   |  |
| Initials  |     |     |        |     |     |   |     |     |  |

sing bring king

bring sing

swing thing

thing swing

giving

giving

LESSON 7C

Also called the *Student Reading Wall*, the steps below incorporate memorization techniques for dramatically improved learning of Grade Level Reading Vocabulary

ight

# right light night tight height

high

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#### STEP 4 - FLUENCY PRACTICE

This step <u>dramatically</u> improves mastery of the list words. Use a stopwatch or watch timer to "time" how fast your student can say the list words in the left column below. Tell your student that when they say the first word you will then begin timing. When the column of words is read without an error, have your student place an "X" in the correct time box in the "L" column in the Fluency Time Chart below. If your student makes an error while being timed, stop and discuss the error and begin again from the top. When a mastery time of 3 seconds (or faster) is reached have your student read the right "R" column of words. Skip Steps 1 and 2 for the right column and have the student read the column words slowly and then begin timing. The right column words are the same as in the left column but in a different order and without the color-coded sound helper. When a mastery time of 3 or less seconds is reached again, congratulate your student and move to the next LESSON. On the following day come back and test your student on the list words across the top of this page, you'll then see the words have been truly mastered!

## **Fluency Time Chart**

Place "X" in box after timing student on words
"L" is for saying left column words
"R" is for saying right column words
The 3 sections can be used for 3 students

| To record times for class use chart in File #19 |     |     |  |     |     |  |     |     |  |
|---|-----|-----|--|-----|-----|--|-----|-----|--|
|   | L   | R   |  | L   | R   |  | L   | R   |  |
| Ceiling   |     |     |  |     |     |  |     |     |  |
|   | 3.0 | 3.0 |  | 3.0 | 3.0 |  | 3.0 | 3.0 |  |
|   | 3.1 | 3.1 |  | 3.1 | 3.1 |  | 3.1 | 3.1 |  |
|   | 3.2 | 3.2 |  | 3.2 | 3.2 |  | 3.2 | 3.2 |  |
|   | 3.3 | 3.3 |  | 3.3 | 3.3 |  | 3.3 | 3.3 |  |
|   | 3.4 | 3.4 |  | 3.4 | 3.4 |  | 3.4 | 3.4 |  |
|   | 3.5 | 3.5 |  | 3.5 | 3.5 |  | 3.5 | 3.5 |  |
|   | 3.6 | 3.6 |  | 3.6 | 3.6 |  | 3.6 | 3.6 |  |
|   | 3.7 | 3.7 |  | 3.7 | 3.7 |  | 3.7 | 3.7 |  |
|   | 3.8 | 3.8 |  | 3.8 | 3.8 |  | 3.8 | 3.8 |  |
|   | 3.9 | 3.9 |  | 3.9 | 3.9 |  | 3.9 | 3.9 |  |
|   | 4.0 | 4.0 |  | 4.0 | 4.0 |  | 4.0 | 4.0 |  |
|   | 4.1 | 4.1 |  | 4.1 | 4.1 |  | 4.1 | 4.1 |  |
|   | 4.2 | 4.2 |  | 4.2 | 4.2 |  | 4.2 | 4.2 |  |
|   | 4.3 | 4.3 |  | 4.3 | 4.3 |  | 4.3 | 4.3 |  |
|   | 4.4 | 4.4 |  | 4.4 | 4.4 |  | 4.4 | 4.4 |  |
|   | 4.5 | 4.5 |  | 4.5 | 4.5 |  | 4.5 | 4.5 |  |
|   | 4.6 | 4.6 |  | 4.6 | 4.6 |  | 4.6 | 4.6 |  |
|   | 4.7 | 4.7 |  | 4.7 | 4.7 |  | 4.7 | 4.7 |  |
|   | 4.8 | 4.8 |  | 4.8 | 4.8 |  | 4.8 | 4.8 |  |
|   | 4.9 | 4.9 |  | 4.9 | 4.9 |  | 4.9 | 4.9 |  |
|   | 5   | 5   |  | 5   | 5   |  | 5   | 5   |  |
|   | 6   | 6   |  | 6   | 6   |  | 6   | 6   |  |
|   | 7   | 7   |  | 7   | 7   |  | 7   | 7   |  |
|   | 8   | 8   |  | 8   | 8   |  | 8   | 8   |  |
| Initials  |     |     |  |     |     |  |     |     |  |

right night

light light

night right

tight height

height tight

high

high

**LESSON 7D** 

Also called the *Student Reading Wall*, the steps below incorporate memorization techniques for dramatically improved learning of Grade Level Reading Vocabulary

Consonant y

# body happy carry penny ready

cry

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Place "X" in box after timing student on words
"L" is for saying left column words
"R" is for saying right column words
The 3 sections can be used for 3 students
To record times for class use chart in File #19

| The 3 sections can be used for 3 students |         |       |        |       |       |         |        |     |  |
|---|---------|-------|--------|-------|-------|---------|--------|-----|--|
| To rec                                    | ord tir | nes f | or cla | ss us | e cha | rt in F | ile #1 | 9   |  |
|   | L       | R     |        | L     | R     |         | L      | R   |  |
| Ceiling                                   |         |       |        |       |       |         |        |     |  |
|   | 3.0     | 3.0   |        | 3.0   | 3.0   |         | 3.0    | 3.0 |  |
|   | 3.1     | 3.1   |        | 3.1   | 3.1   |         | 3.1    | 3.1 |  |
|   | 3.2     | 3.2   |        | 3.2   | 3.2   |         | 3.2    | 3.2 |  |
|   | 3.3     | 3.3   |        | 3.3   | 3.3   |         | 3.3    | 3.3 |  |
|   | 3.4     | 3.4   |        | 3.4   | 3.4   |         | 3.4    | 3.4 |  |
|   | 3.5     | 3.5   |        | 3.5   | 3.5   |         | 3.5    | 3.5 |  |
|   | 3.6     | 3.6   |        | 3.6   | 3.6   |         | 3.6    | 3.6 |  |
|   | 3.7     | 3.7   |        | 3.7   | 3.7   |         | 3.7    | 3.7 |  |
|   | 3.8     | 3.8   |        | 3.8   | 3.8   |         | 3.8    | 3.8 |  |
|   | 3.9     | 3.9   |        | 3.9   | 3.9   |         | 3.9    | 3.9 |  |
|   | 4.0     | 4.0   |        | 4.0   | 4.0   |         | 4.0    | 4.0 |  |
|   | 4.1     | 4.1   |        | 4.1   | 4.1   |         | 4.1    | 4.1 |  |
|   | 4.2     | 4.2   |        | 4.2   | 4.2   |         | 4.2    | 4.2 |  |
|   | 4.3     | 4.3   |        | 4.3   | 4.3   |         | 4.3    | 4.3 |  |
|   | 4.4     | 4.4   |        | 4.4   | 4.4   |         | 4.4    | 4.4 |  |
|   | 4.5     | 4.5   |        | 4.5   | 4.5   |         | 4.5    | 4.5 |  |
|   | 4.6     | 4.6   |        | 4.6   | 4.6   |         | 4.6    | 4.6 |  |
|   | 4.7     | 4.7   |        | 4.7   | 4.7   |         | 4.7    | 4.7 |  |
|   | 4.8     | 4.8   |        | 4.8   | 4.8   |         | 4.8    | 4.8 |  |
|   | 4.9     | 4.9   |        | 4.9   | 4.9   |         | 4.9    | 4.9 |  |
|   | 5       | 5     |        | 5     | 5     |         | 5      | 5   |  |
|   | 6       | 6     |        | 6     | 6     |         | 6      | 6   |  |
|   | 7       | 7     |        | 7     | 7     |         | 7      | 7   |  |
|   | 8       | 8     |        | 8     | 8     |         | 8      | 8   |  |
| Initials                                  |         |       |        |       |       |         |        |     |  |
|   |         |       |        |       |       |         |        |     |  |

body carry

happy happy

carry body

pen<mark>ny</mark> ready

ready penny

cry cr

**LESSON 8A** 

Also called the Student Reading Wall, the steps below incorporate memorization techniques for dramatically improved learning of Grade Level Reading Vocabulary

ew (oo)

# new blew knew drew you

few

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This step dramatically improves mastery of the list words. Use a stopwatch or watch timer to "time" how fast your student can say the list words in the left column below. Tell your student that when they say the first word you will then begin timing. When the column of words is read without an error, have your student place an "X" in the correct time box in the "L" column in the Fluency Time Chart below. If your student makes an error while being timed, stop and discuss the error and begin again from the top. When a mastery time of 3 seconds (or faster) is reached have your student read the right "R" column of words. Skip Steps 1 and 2 for the right column and have the student read the column words slowly and then begin timing. The right column words are the same as in the left column but in a different order and without the color-coded sound helper. When a mastery time of 3 or less seconds is reached again, congratulate your student and move to the next LESSON. On the following day come back and test your student on the list words across the top of this page, you'll then see the words have been truly mastered!

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"L" is for saying left column words
"R" is for saying right column words
The 3 sections can be used for 3 students

| <b>1ew</b> | knew      |             |            |     |   | ight c |     |   |     |     |
|------------|-----------|-------------|------------|-----|---|--------|-----|---|-----|-----|
|            |           | To rec      |            |     |   |        |     |   |     | 9   |
|            |           |             | L          | R   |   | L      | R   |   | L   | R   |
| 1          | 1 1       | Ceiling     |            |     |   |        |     |   |     |     |
| olew       | blew      |             | 3.0        | 3.0 |   | 3.0    | 3.0 |   | 3.0 | 3.0 |
|            | OIC W     |             | 3.1        | 3.1 |   | 3.1    | 3.1 |   | 3.1 | 3.1 |
|            |           |             | 3.3        | 3.3 |   | 3.3    | 3.3 |   | 3.3 | 3.3 |
|            |           |             | 3.4        | 3.4 |   | 3.4    | 3.4 |   | 3.4 | 3.4 |
| 7.10 O V V | 10 0 11 1 |             | 3.5        | 3.5 |   | 3.5    | 3.5 |   | 3.5 | 3.5 |
| Knew       | new       |             | 3.6        | 3.6 |   | 3.6    | 3.6 |   | 3.6 | 3.6 |
|            |           |             | 3.7        | 3.7 |   | 3.7    | 3.7 |   | 3.7 | 3.7 |
|            |           |             | 3.8        | 3.8 |   | 3.8    | 3.8 |   | 3.8 | 3.8 |
| _          |           |             | 3.9        | 3.9 |   | 3.9    | 3.9 |   | 3.9 | 3.9 |
| Jeory      | 1/011     |             | 4.0        | 4.0 |   | 4.0    | 4.0 |   | 4.0 | 4.0 |
| drew       | you       |             | 4.1<br>4.2 | 4.1 |   | 4.1    | 4.1 |   | 4.1 | 4.1 |
|            |           |             | 4.2        | 4.2 |   | 4.2    | 4.2 |   | 4.2 | 4.2 |
|            |           |             | 4.4        | 4.4 |   | 4.4    | 4.4 |   | 4.4 | 4.4 |
|            | 4         |             | 4.5        | 4.5 |   | 4.5    | 4.5 |   | 4.5 | 4.5 |
| <b>you</b> | drew      |             | 4.6        | 4.6 |   | 4.6    | 4.6 |   | 4.6 | 4.6 |
| yOu        | UI C W    |             | 4.7        | 4.7 |   | 4.7    | 4.7 |   | 4.7 | 4.7 |
|            |           |             | 4.8        | 4.8 |   | 4.8    | 4.8 |   | 4.8 | 4.8 |
|            |           |             | 4.9        | 4.9 |   | 4.9    | 4.9 |   | 4.9 | 4.9 |
|            |           | ╗           | 5          | 5   |   | 5      | 5   |   | 5   | 5   |
| C          |           |             | 6          | 6   |   | 6      | 6   |   | 6   | 6   |
| few        | few       |             | 7          | 7   |   | 7      | 7   |   | 7   | 7   |
| I C VV     |           | Initials    | ō          | 8   |   | ٥      | ō   |   | 0   | 8   |
|            |           | II IIIIIais |            |     | l | l      |     | l | I   |     |

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**LESSON 8B** 

ice

Also called the Student Reading Wall, the steps below incorporate memorization techniques for dramatically improved learning of Grade Level Reading Vocabulary

C-Rule

#### nice twice once face

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After successfully doing the "Stop at the Vowel Sound" technique with each word, the student now tries to say each complete word in the left column slowly. If an error is made, stop your student - discuss the mistake - then start again from the top. When the student can read the left column words from top to bottom with no errors, proceed to STEP 4 Fluency Practice. NOTE: If the last "boxed" word significantly slows student progress you can skip this word and study separately. The boxed word is called the "Word of the Day" and usually does not follow the phonics rules or is difficult for students to learn.

#### STEP 4 – FLUENCY PRACTICE

This step dramatically improves mastery of the list words. Use a stopwatch or watch timer to "time" how fast your student can say the list words in the left column below. Tell your student that when they say the first word you will then begin timing. When the column of words is read without an error, have your student place an "X" in the correct time box in the "L" column in the Fluency Time Chart below. If your student makes an error while being timed, stop and discuss the error and begin again from the top. When a mastery time of 3 seconds (or faster) is reached have your student read the right "R" column of words. Skip Steps 1 and 2 for the right column and have the student read the column words slowly and then begin timing. The right column words are the same as in the left column but in a different order and without the color-coded sound helper. When a mastery time of 3 or less seconds is reached again, congratulate your student and move to the next LESSON. On the following day come back and test your student on the list words across the top of this page, you'll then see the words have been truly mastered!

## Fluency Time Chart

Place "X" in box after timing student on words "L" is for saying left column words "R" is for saying right column words

|       | IIICC | The       | 3 sec      | tions | can b  | e use      | d for      | 3 stu   | dents | 0      |  |
|-------|-------|-----------|------------|-------|--------|------------|------------|---------|-------|--------|--|
|       |       | To rec    | ora tii    | mes t | or cia | SS US<br>L | e cna<br>R | rt in F | L L   | 9<br>R |  |
| C     | C     | Ceiling   |            |       |        |            |            |         |       |        |  |
| face  | face  |           | 3.0        | 3.0   |        | 3.0        | 3.0        |         | 3.0   | 3.0    |  |
| 1400  | 1400  |           | 3.2        | 3.2   |        | 3.2        | 3.2        |         | 3.2   | 3.2    |  |
|       |       |           | 3.3        | 3.3   |        | 3.3        | 3.3        |         | 3.3   | 3.3    |  |
| _     |       |           | 3.4        | 3.4   |        | 3.4        | 3.4        |         | 3.4   | 3.4    |  |
| 10100 | 100   |           | 3.5        | 3.5   |        | 3.5        | 3.5        |         | 3.5   | 3.5    |  |
| nice  | ice   |           | 3.6        | 3.6   |        | 3.6        | 3.6        |         | 3.6   | 3.6    |  |
|       |       |           | 3.7        | 3.7   |        | 3.7        | 3.7        |         | 3.7   | 3.7    |  |
|       |       |           | 3.8        | 3.8   |        | 3.8        | 3.8        |         | 3.8   | 3.8    |  |
| •     | •     |           | 4.0        | 4.0   |        | 4.0        | 4.0        |         | 4.0   | 4.0    |  |
| twice | twice |           | 4.1        | 4.1   |        | 4.1        | 4.1        |         | 4.1   | 4.1    |  |
|       | CVICC |           | 4.2        | 4.2   |        | 4.2        | 4.2        |         | 4.2   | 4.2    |  |
|       |       |           | 4.3        | 4.3   |        | 4.3        | 4.3        |         | 4.3   | 4.3    |  |
|       |       |           | 4.4<br>4.5 | 4.4   |        | 4.4        | 4.4        |         | 4.4   | 4.4    |  |
| 01000 | 01100 |           | 4.5        | 4.5   |        | 4.5        | 4.5        |         | 4.5   | 4.5    |  |
| once  | once  |           | 4.7        | 4.7   |        | 4.7        | 4.7        |         | 4.7   | 4.7    |  |
|       |       |           | 4.8        | 4.8   |        | 4.8        | 4.8        |         | 4.8   | 4.8    |  |
|       |       |           | 4.9        | 4.9   |        | 4.9        | 4.9        |         | 4.9   | 4.9    |  |
|       |       |           | 5          | 5     |        | 5          | 5          |         | 5     | 5      |  |
|       | •     |           | 6          | 6     |        | 6          | 6          |         | 6     | 6      |  |
| City  | City  |           | 7          | 7     |        | 7          | 7          |         | 7     | 7      |  |
| city  | city  | Initials  | 8          | 8     | Į .    | 8          | 8          |         | 8     | 8      |  |
|       | ■ ■   | IIIIIIais |            |       | I      | l          |            | I       | i     |        |  |

LESSON 8C

Also called the Student Reading Wall, the steps below incorporate memorization techniques for dramatically improved learning of Grade Level Reading Vocabulary

ful

## helpful thankful hopeful beautiful

DIRECTIONS FOR STUDENT READING WALL - Tape sheets side-by-side along a wall 3 feet off the floor. Follow the 4 Steps below. To view video of the process go to www.tampareads.com/video

#### STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the color-coded sound in each word in the left column. These are usually vowel sounds. To review the sounds see file #15A at the members page at ReadingKey.com

#### STEP 2 - STOP AT THE VOWEL SOUND

Next, have your student say the sounds made by the letters only up to the vowel sound (typically the beginning consonant and vowel sound blended together - ca - fa - etc.). Some lists contain other common sounds or spelling patterns which have been color-coded.

#### STEP 3 - READ EACH WORD SLOWLY

After successfully doing the "Stop at the Vowel Sound" technique with each word, the student now tries to say each complete word in the left column slowly. If an error is made, stop your student - discuss the mistake - then start again from the top. When the student can read the left column words from top to bottom with no errors, proceed to STEP 4 Fluency Practice. NOTE: If the last "boxed" word significantly slows student progress you can skip this word and study separately. The boxed word is called the "Word of the Day" and usually does not follow the phonics rules or is difficult for students to learn.

#### STEP 4 – FLUENCY PRACTICE

This step dramatically improves mastery of the list words. Use a stopwatch or watch timer to "time" how fast your student can say the list words in the left column below. Tell your student that when they say the first word you will then begin timing. When the column of words is read without an error, have your student place an "X" in the correct time box in the "L" column in the Fluency Time Chart below. If your student makes an error while being timed, stop and discuss the error and begin again from the top. When a mastery time of 3 seconds (or faster) is reached have your student read the right "R" column of words. Skip Steps 1 and 2 for the right column and have the student read the column words slowly and then begin timing. The right column words are the same as in the left column but in a different order and without the color-coded sound helper. When a mastery time of 3 or less seconds is reached again, congratulate your student and move to the next LESSON. On the following day come back and test your student on the list words across the top of this page, you'll then see the words have been truly mastered!

## Fluency Time Chart

Place "X" in box after timing student on words "L" is for saying left column words "R" is for saying right column words

| full      | thankful  | "<br>"F  | L" is f<br>8" is f<br>8 sec            | for sa<br>or say<br>tions              | ying I<br>ying ri<br>can b | eft co<br>ight c<br>e use              | olumn<br>olumr<br>ed for               | words<br>word<br>3 stud | ds<br>dents                            |  |
|-----------|-----------|----------|--|--|----------------------------|--|--|-------------------------|--|--|
| helpful   | helpful   | Ceiling  | 3.0<br>3.1<br>3.2                      | 3.0<br>3.1<br>3.2                      |                            | 3.0<br>3.1<br>3.2                      | 3.0<br>3.1<br>3.2                      |                         | 3.0<br>3.1<br>3.2                      | 3.0<br>3.1<br>3.2                      |
| thankful  | full      |          | 3.3<br>3.4<br>3.5<br>3.6<br>3.7<br>3.8 | 3.3<br>3.4<br>3.5<br>3.6<br>3.7<br>3.8 |                            | 3.3<br>3.4<br>3.5<br>3.6<br>3.7<br>3.8 | 3.3<br>3.4<br>3.5<br>3.6<br>3.7<br>3.8 |                         | 3.3<br>3.4<br>3.5<br>3.6<br>3.7        | 3.3<br>3.4<br>3.5<br>3.6<br>3.7        |
| hopeful   | beautiful |          | 3.9<br>4.0<br>4.1<br>4.2<br>4.3        | 3.9<br>4.0<br>4.1<br>4.2<br>4.3        |                            | 3.9<br>4.0<br>4.1<br>4.2<br>4.3        | 3.9<br>4.0<br>4.1<br>4.2<br>4.3        |                         | 3.9<br>4.0<br>4.1<br>4.2<br>4.3        | 3.9<br>4.0<br>4.1<br>4.2<br>4.3        |
| beautiful | hopeful   |          | 4.4<br>4.5<br>4.6<br>4.7<br>4.8<br>4.9 | 4.4<br>4.5<br>4.6<br>4.7<br>4.8<br>4.9 |                            | 4.4<br>4.5<br>4.6<br>4.7<br>4.8<br>4.9 | 4.4<br>4.5<br>4.6<br>4.7<br>4.8<br>4.9 |                         | 4.4<br>4.5<br>4.6<br>4.7<br>4.8<br>4.9 | 4.4<br>4.5<br>4.6<br>4.7<br>4.8<br>4.9 |
| pull      | pull      | Initials | 5<br>6<br>7<br>8                       | 5<br>6<br>7<br>8                       |                            | 5<br>6<br>7<br>8                       | 5<br>6<br>7<br>8                       |                         | 5<br>6<br>7<br>8                       | 5<br>6<br>7<br>8                       |

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**LESSON 8D** 

Also called the *Student Reading Wall*, the steps below incorporate memorization techniques for dramatically improved learning of Grade Level Reading Vocabulary

le ending

## table purple bottle people little

nickel

**DIRECTIONS FOR STUDENT READING WALL** – Tape sheets side-by-side along a wall 3 feet off the floor. Follow the 4 Steps below. To view video of the process go to <a href="https://www.tampareads.com/video">www.tampareads.com/video</a>

#### STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the color-coded sound in each word in the left column. These are usually vowel sounds. To review the sounds see file #15A at the members page at ReadingKey.com

#### STEP 2 - STOP AT THE VOWEL SOUND

Next, have your student say the sounds made by the letters only up to the vowel sound (typically the beginning consonant and vowel sound blended together - ca - fa – etc.). Some lists contain other common sounds or spelling patterns which have been color-coded.

### STEP 3 - READ EACH WORD SLOWLY

After successfully doing the "Stop at the Vowel Sound" technique with each word, the student now tries to say each complete word in the **left** column slowly. If an error is made, stop your student – discuss the mistake - then start again from the top. When the student can read the left column words from top to bottom with no errors, proceed to STEP 4 Fluency Practice. NOTE: If the last "boxed" word significantly slows student progress you can skip this word and study separately. The boxed word is called the "Word of the Day" and usually does not follow the phonics rules or is difficult for students to learn.

#### STEP 4 – FLUENCY PRACTICE

This step <u>dramatically</u> improves mastery of the list words. Use a stopwatch or watch timer to "time" how fast your student can say the list words in the left column below. Tell your student that when they say the first word you will then begin timing. When the column of words is read without an error, have your student place an "X" in the correct time box in the "L" column in the Fluency Time Chart below. If your student makes an error while being timed, stop and discuss the error and begin again from the top. When a mastery time of 3 seconds (or faster) is reached have your student read the right "R" column of words. Skip Steps 1 and 2 for the right column and have the student read the column words slowly and then begin timing. The right column words are the same as in the left column but in a different order and without the color-coded sound helper. When a mastery time of 3 or less seconds is reached again, congratulate your student and move to the next LESSON. On the following day come back and test your student on the list words across the top of this page, you'll then see the words have been truly mastered!

## Fluency Time Chart

Place "X" in box after timing student on words
"L" is for saying left column words
"R" is for saying right column words
The 3 sections can be used for 3 students
To record times for class use chart in File #19

|          | L   | R   | L    | R   | L   | R   |
|----------|-----|-----|------|-----|-----|-----|
| Ceiling  |     |     |      |     |     |     |
|          | 3.0 | 3.0 | 3.0  | 3.0 | 3.0 | 3.0 |
|          | 3.1 | 3.1 | 3.1  | 3.1 | 3.1 | 3.1 |
|          | 3.2 | 3.2 | 3.2  | 3.2 | 3.2 | 3.2 |
|          | 3.3 | 3.3 | 3.3  | 3.3 | 3.3 | 3.3 |
|          | 3.4 | 3.4 | 3.4  | 3.4 | 3.4 | 3.4 |
|          | 3.5 | 3.5 | 3.5  | 3.5 | 3.5 | 3.5 |
|          | 3.6 | 3.6 | 3.6  | 3.6 | 3.6 | 3.6 |
|          | 3.7 | 3.7 | 3.7  | 3.7 | 3.7 | 3.7 |
|          | 3.8 | 3.8 | 3.8  | 3.8 | 3.8 | 3.8 |
|          | 3.9 | 3.9 | 3.9  | 3.9 | 3.9 | 3.9 |
|          | 4.0 | 4.0 | 4.0  | 4.0 | 4.0 | 4.0 |
|          | 4.1 | 4.1 | 4.1  | 4.1 | 4.1 | 4.1 |
|          | 4.2 | 4.2 | 4.2  | 4.2 | 4.2 | 4.2 |
|          | 4.3 | 4.3 | 4.3  | 4.3 | 4.3 | 4.3 |
|          | 4.4 | 4.4 | 4.4  | 4.4 | 4.4 | 4.4 |
|          | 4.5 | 4.5 | 4.5  | 4.5 | 4.5 | 4.5 |
|          | 4.6 | 4.6 | 4.6  | 4.6 | 4.6 | 4.6 |
|          | 4.7 | 4.7 | 4.7  | 4.7 | 4.7 | 4.7 |
|          | 4.8 | 4.8 | 4.8  | 4.8 | 4.8 | 4.8 |
|          | 4.9 | 4.9 | 4.9  | 4.9 | 4.9 | 4.9 |
|          | 5   | 5   | 5    | 5   | 5   | 5   |
|          | 6   | 6   | 6    | 6   | 6   | 6   |
|          | 7   | 7   | 7    | 7   | 7   | 7   |
|          | 8   | 8   | 8    | 8   | 8   | 8   |
| Initials |     |     |      |     |     |     |
|          |     |     | <br> |     |     |     |

table bottle

purple purple

bottle table

people little

little people

nickel

nickel

**LESSON 9A** 

Also called the *Student Reading Wall*, the steps below incorporate memorization techniques for dramatically improved learning of Grade Level Reading Vocabulary

short a

# band land glad glass has

half

**DIRECTIONS FOR STUDENT READING WALL** – Tape sheets side-by-side along a wall 3 feet off the floor. Follow the 4 Steps below. To view video of the process go to <a href="https://www.tampareads.com/video">www.tampareads.com/video</a>

#### STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the color-coded sound in each word in the left column. These are usually vowel sounds. To review the sounds see file #15A at the members page at ReadingKey.com

#### STEP 2 - STOP AT THE VOWEL SOUND

Next, have your student say the sounds made by the letters only up to the vowel sound (typically the beginning consonant and vowel sound blended together - ca - fa – etc.). Some lists contain other common sounds or spelling patterns which have been color-coded.

#### STEP 3 - READ EACH WORD SLOWLY

After successfully doing the "Stop at the Vowel Sound" technique with each word, the student now tries to say each complete word in the **left** column slowly. If an error is made, stop your student – discuss the mistake - then start again from the top. When the student can read the left column words from top to bottom with no errors, proceed to STEP 4 Fluency Practice. NOTE: If the last "boxed" word significantly slows student progress you can skip this word and study separately. The boxed word is called the "Word of the Day" and usually does not follow the phonics rules or is difficult for students to learn.

#### STEP 4 - FLUENCY PRACTICE

This step <u>dramatically</u> improves mastery of the list words. Use a stopwatch or watch timer to "time" how fast your student can say the list words in the left column below. Tell your student that when they say the first word you will then begin timing. When the column of words is read without an error, have your student place an "X" in the correct time box in the "L" column in the Fluency Time Chart below. If your student makes an error while being timed, stop and discuss the error and begin again from the top. When a mastery time of 3 seconds (or faster) is reached have your student read the right "R" column of words. Skip Steps 1 and 2 for the right column and have the student read the column words slowly and then begin timing. The right column words are the same as in the left column but in a different order and without the color-coded sound helper. When a mastery time of 3 or less seconds is reached again, congratulate your student and move to the next LESSON. On the following day come back and test your student on the list words across the top of this page, you'll then see the words have been truly mastered!

## **Fluency Time Chart**

Place "X" in box after timing student on words
"L" is for saying left column words
"R" is for saying right column words
The 3 sections can be used for 3 students
To record times for class use chart in File #19

| To rec   | can b<br>or cla |     |  |     | 9   |     |     |
|----------|-----------------|-----|--|-----|-----|-----|-----|
|          | L               | R   |  | L   | R   | L   | R   |
| Ceiling  |                 |     |  |     |     |     |     |
|          | 3.0             | 3.0 |  | 3.0 | 3.0 | 3.0 | 3.0 |
|          | 3.1             | 3.1 |  | 3.1 | 3.1 | 3.1 | 3.1 |
|          | 3.2             | 3.2 |  | 3.2 | 3.2 | 3.2 | 3.2 |
|          | 3.3             | 3.3 |  | 3.3 | 3.3 | 3.3 | 3.3 |
|          | 3.4             | 3.4 |  | 3.4 | 3.4 | 3.4 | 3.4 |
|          | 3.5             | 3.5 |  | 3.5 | 3.5 | 3.5 | 3.5 |
|          | 3.6             | 3.6 |  | 3.6 | 3.6 | 3.6 | 3.6 |
|          | 3.7             | 3.7 |  | 3.7 | 3.7 | 3.7 | 3.7 |
|          | 3.8             | 3.8 |  | 3.8 | 3.8 | 3.8 | 3.8 |
|          | 3.9             | 3.9 |  | 3.9 | 3.9 | 3.9 | 3.9 |
|          | 4.0             | 4.0 |  | 4.0 | 4.0 | 4.0 | 4.0 |
|          | 4.1             | 4.1 |  | 4.1 | 4.1 | 4.1 | 4.1 |
|          | 4.2             | 4.2 |  | 4.2 | 4.2 | 4.2 | 4.2 |
|          | 4.3             | 4.3 |  | 4.3 | 4.3 | 4.3 | 4.3 |
|          | 4.4             | 4.4 |  | 4.4 | 4.4 | 4.4 | 4.4 |
|          | 4.5             | 4.5 |  | 4.5 | 4.5 | 4.5 | 4.5 |
|          | 4.6             | 4.6 |  | 4.6 | 4.6 | 4.6 | 4.6 |
|          | 4.7             | 4.7 |  | 4.7 | 4.7 | 4.7 | 4.7 |
|          | 4.8             | 4.8 |  | 4.8 | 4.8 | 4.8 | 4.8 |
|          | 4.9             | 4.9 |  | 4.9 | 4.9 | 4.9 | 4.9 |
|          | 5               | 5   |  | 5   | 5   | 5   | 5   |
|          | 6               | 6   |  | 6   | 6   | 6   | 6   |
|          | 7               | 7   |  | 7   | 7   | 7   | 7   |
|          | 8               | 8   |  | 8   | 8   | 8   | 8   |
| Initials |                 |     |  |     |     |     |     |

b<mark>a</mark>nd glad

land land

glad has

glass band

h<mark>a</mark>s glass

half

half

**LESSON 9B** 

Also called the *Student Reading Wall*, the steps below incorporate memorization techniques for dramatically improved learning of Grade Level Reading Vocabulary

short e

# send sent self step head

again

**DIRECTIONS FOR STUDENT READING WALL** – Tape sheets side-by-side along a wall 3 feet off the floor. Follow the 4 Steps below. To view video of the process go to <a href="https://www.tampareads.com/video">www.tampareads.com/video</a>

#### STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the color-coded sound in each word in the left column. These are usually vowel sounds. To review the sounds see file #15A at the members page at ReadingKey.com

#### STEP 2 - STOP AT THE VOWEL SOUND

Next, have your student say the sounds made by the letters only up to the vowel sound (typically the beginning consonant and vowel sound blended together - ca - fa – etc.). Some lists contain other common sounds or spelling patterns which have been color-coded.

### STEP 3 - READ EACH WORD SLOWLY

After successfully doing the "Stop at the Vowel Sound" technique with each word, the student now tries to say each complete word in the **left** column slowly. If an error is made, stop your student – discuss the mistake - then start again from the top. When the student can read the left column words from top to bottom with no errors, proceed to STEP 4 Fluency Practice. NOTE: If the last "boxed" word significantly slows student progress you can skip this word and study separately. The boxed word is called the "Word of the Day" and usually does not follow the phonics rules or is difficult for students to learn.

#### STEP 4 – FLUENCY PRACTICE

This step <u>dramatically</u> improves mastery of the list words. Use a stopwatch or watch timer to "time" how fast your student can say the list words in the left column below. Tell your student that when they say the first word you will then begin timing. When the column of words is read without an error, have your student place an "X" in the correct time box in the "L" column in the Fluency Time Chart below. If your student makes an error while being timed, stop and discuss the error and begin again from the top. When a mastery time of 3 seconds (or faster) is reached have your student read the right "R" column of words. Skip Steps 1 and 2 for the right column and have the student read the column words slowly and then begin timing. The right column words are the same as in the left column but in a different order and without the color-coded sound helper. When a mastery time of 3 or less seconds is reached again, congratulate your student and move to the next LESSON. On the following day come back and test your student on the list words across the top of this page, you'll then see the words have been truly mastered!

## **Fluency Time Chart**

Place "X" in box after timing student on words "L" is for saying left column words "R" is for saying right column words The 3 sections can be used for 3 students

| To record times for class use chart in File #19 |     |     |         |     |     |  |     |     |
|---|-----|-----|---------|-----|-----|--|-----|-----|
|   | L   | R   | 0. 0.0. | L   | R   |  | L   | R   |
| Ceiling   |     |     |         |     |     |  |     |     |
|   | 3.0 | 3.0 |         | 3.0 | 3.0 |  | 3.0 | 3.0 |
|   | 3.1 | 3.1 |         | 3.1 | 3.1 |  | 3.1 | 3.1 |
|   | 3.2 | 3.2 |         | 3.2 | 3.2 |  | 3.2 | 3.2 |
|   | 3.3 | 3.3 |         | 3.3 | 3.3 |  | 3.3 | 3.3 |
|   | 3.4 | 3.4 |         | 3.4 | 3.4 |  | 3.4 | 3.4 |
|   | 3.5 | 3.5 |         | 3.5 | 3.5 |  | 3.5 | 3.5 |
|   | 3.6 | 3.6 |         | 3.6 | 3.6 |  | 3.6 | 3.6 |
|   | 3.7 | 3.7 |         | 3.7 | 3.7 |  | 3.7 | 3.7 |
|   | 3.8 | 3.8 |         | 3.8 | 3.8 |  | 3.8 | 3.8 |
|   | 3.9 | 3.9 |         | 3.9 | 3.9 |  | 3.9 | 3.9 |
|   | 4.0 | 4.0 |         | 4.0 | 4.0 |  | 4.0 | 4.0 |
|   | 4.1 | 4.1 |         | 4.1 | 4.1 |  | 4.1 | 4.1 |
|   | 4.2 | 4.2 |         | 4.2 | 4.2 |  | 4.2 | 4.2 |
|   | 4.3 | 4.3 |         | 4.3 | 4.3 |  | 4.3 | 4.3 |
|   | 4.4 | 4.4 |         | 4.4 | 4.4 |  | 4.4 | 4.4 |
|   | 4.5 | 4.5 |         | 4.5 | 4.5 |  | 4.5 | 4.5 |
|   | 4.6 | 4.6 |         | 4.6 | 4.6 |  | 4.6 | 4.6 |
|   | 4.7 | 4.7 |         | 4.7 | 4.7 |  | 4.7 | 4.7 |
|   | 4.8 | 4.8 |         | 4.8 | 4.8 |  | 4.8 | 4.8 |
|   | 4.9 | 4.9 |         | 4.9 | 4.9 |  | 4.9 | 4.9 |
|   | 5   | 5   |         | 5   | 5   |  | 5   | 5   |
|   | 6   | 6   |         | 6   | 6   |  | 6   | 6   |
|   | 7   | 7   |         | 7   | 7   |  | 7   | 7   |
|   | 8   | 8   |         | 8   | 8   |  | 8   | 8   |
| Initials  |     |     |         |     |     |  |     |     |

send self

sent sent

self send

step head

head step

again

again

**LESSON 9C** 

Also called the *Student Reading Wall*, the steps below incorporate memorization techniques for dramatically improved learning of Grade Level Reading Vocabulary

short i

# miss print thin thick which

find

**DIRECTIONS FOR STUDENT READING WALL** – Tape sheets side-by-side along a wall 3 feet off the floor. Follow the 4 Steps below. To view video of the process go to <a href="https://www.tampareads.com/video">www.tampareads.com/video</a>

#### STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the color-coded sound in each word in the left column. These are usually vowel sounds. To review the sounds see file #15A at the members page at ReadingKey.com

#### STEP 2 - STOP AT THE VOWEL SOUND

Next, have your student say the sounds made by the letters only up to the vowel sound (typically the beginning consonant and vowel sound blended together - ca - fa – etc.). Some lists contain other common sounds or spelling patterns which have been color-coded.

### STEP 3 - READ EACH WORD SLOWLY

After successfully doing the "Stop at the Vowel Sound" technique with each word, the student now tries to say each complete word in the **left** column slowly. If an error is made, stop your student – discuss the mistake - then start again from the top. When the student can read the left column words from top to bottom with no errors, proceed to STEP 4 Fluency Practice. NOTE: If the last "boxed" word significantly slows student progress you can skip this word and study separately. The boxed word is called the "Word of the Day" and usually does not follow the phonics rules or is difficult for students to learn.

#### STEP 4 – FLUENCY PRACTICE

This step <u>dramatically</u> improves mastery of the list words. Use a stopwatch or watch timer to "time" how fast your student can say the list words in the left column below. Tell your student that when they say the first word you will then begin timing. When the column of words is read without an error, have your student place an "X" in the correct time box in the "L" column in the Fluency Time Chart below. If your student makes an error while being timed, stop and discuss the error and begin again from the top. When a mastery time of 3 seconds (or faster) is reached have your student read the right "R" column of words. Skip Steps 1 and 2 for the right column and have the student read the column words slowly and then begin timing. The right column words are the same as in the left column but in a different order and without the color-coded sound helper. When a mastery time of 3 or less seconds is reached again, congratulate your student and move to the next LESSON. On the following day come back and test your student on the list words across the top of this page, you'll then see the words have been truly mastered!

## **Fluency Time Chart**

Place "X" in box after timing student on words
"L" is for saying left column words
"R" is for saying right column words
The 3 sections can be used for 3 students
To record times for class use chart in File #19

| To record times for class use chart in File #19 |         |     |  |     |     |  |     |     |  |  |
|---|---------|-----|--|-----|-----|--|-----|-----|--|--|
|   | L       | R   |  | L   | R   |  | L   | R   |  |  |
| Ceiling   |         |     |  |     |     |  |     |     |  |  |
|   | 3.0     | 3.0 |  | 3.0 | 3.0 |  | 3.0 | 3.0 |  |  |
|   | 3.1     | 3.1 |  | 3.1 | 3.1 |  | 3.1 | 3.1 |  |  |
|   | 3.2     | 3.2 |  | 3.2 | 3.2 |  | 3.2 | 3.2 |  |  |
|   | 3.3     | 3.3 |  | 3.3 | 3.3 |  | 3.3 | 3.3 |  |  |
|   | 3.4     | 3.4 |  | 3.4 | 3.4 |  | 3.4 | 3.4 |  |  |
|   | 3.5     | 3.5 |  | 3.5 | 3.5 |  | 3.5 | 3.5 |  |  |
|   | 3.6     | 3.6 |  | 3.6 | 3.6 |  | 3.6 | 3.6 |  |  |
|   | 3.7     | 3.7 |  | 3.7 | 3.7 |  | 3.7 | 3.7 |  |  |
|   | 3.8     | 3.8 |  | 3.8 | 3.8 |  | 3.8 | 3.8 |  |  |
|   | 3.9     | 3.9 |  | 3.9 | 3.9 |  | 3.9 | 3.9 |  |  |
|   | 4.0     | 4.0 |  | 4.0 | 4.0 |  | 4.0 | 4.0 |  |  |
|   | 4.1     | 4.1 |  | 4.1 | 4.1 |  | 4.1 | 4.1 |  |  |
|   | 4.2     | 4.2 |  | 4.2 | 4.2 |  | 4.2 | 4.2 |  |  |
|   | 4.3     | 4.3 |  | 4.3 | 4.3 |  | 4.3 | 4.3 |  |  |
|   | 4.4     | 4.4 |  | 4.4 | 4.4 |  | 4.4 | 4.4 |  |  |
|   | 4.5     | 4.5 |  | 4.5 | 4.5 |  | 4.5 | 4.5 |  |  |
|   | 4.6     | 4.6 |  | 4.6 | 4.6 |  | 4.6 | 4.6 |  |  |
|   | 4.7     | 4.7 |  | 4.7 | 4.7 |  | 4.7 | 4.7 |  |  |
|   | 4.8     | 4.8 |  | 4.8 | 4.8 |  | 4.8 | 4.8 |  |  |
|   | 4.9     | 4.9 |  | 4.9 | 4.9 |  | 4.9 | 4.9 |  |  |
|   | 5       | 5   |  | 5   | 5   |  | 5   | 5   |  |  |
|   | 6       | 6   |  | 6   | 6   |  | 6   | 6   |  |  |
|   | 7       | 7   |  | 7   | 7   |  | 7   | 7   |  |  |
|   | 8       | 8   |  | 8   | 8   |  | 8   | 8   |  |  |
| Initials  | nitials |     |  |     |     |  |     |     |  |  |

miss thin

print print

thin which

thick miss

which thick

find

find

**LESSON 9D** 

Also called the Student Reading Wall, the steps below incorporate memorization techniques for dramatically improved learning of Grade Level Reading Vocabulary

short o

# shop socks block wrong

knock

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#### STEP 1 - TEACH THE VOWEL SOUND

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#### STEP 4 – FLUENCY PRACTICE

This step <u>dramatically</u> improves mastery of the list words. Use a stopwatch or watch timer to "time" how fast your student can say the list words in the left column below. Tell your student that when they say the first word you will then begin timing. When the column of words is read without an error, have your student place an "X" in the correct time box in the "L" column in the Fluency Time Chart below. If your student makes an error while being timed, stop and discuss the error and begin again from the top. When a mastery time of 3 seconds (or faster) is reached have your student read the right "R" column of words. Skip Steps 1 and 2 for the right column and have the student read the column words slowly and then begin timing. The right column words are the same as in the left column but in a different order and without the color-coded sound helper. When a mastery time of 3 or less seconds is reached again, congratulate your student and move to the next LESSON. On the following day come back and test your student on the list words across the top of this page, you'll then see the words have been truly mastered!

## Fluency Time Chart

Place "X" in box after timing student on words "I " is for saving left column words

| soft                                  | socks                 | "L" is for saying left column words "R" is for saying right column words The 3 sections can be used for 3 students To record times for class use chart in File #19 |            |     |        |            |            |   |            |     |
|---------------------------------------|-----------------------|--|------------|-----|--------|------------|------------|---|------------|-----|
|                                       |                       | 10100  | L          | R   | OI GIA | L          | R          |   | L          | R   |
| 1                                     | 1                     | Ceiling  |            |     |        |            |            |   |            |     |
| shop                                  | shop                  |  | 3.0        | 3.0 |        | 3.0        | 3.0        |   | 3.0        | 3.0 |
| $\mathbf{SHOP}$                       | SHOP                  |  | 3.1        | 3.1 |        | 3.1        | 3.1        |   | 3.1        | 3.1 |
| -                                     | _                     |  | 3.2        | 3.2 |        | 3.2        | 3.2        |   | 3.2        | 3.2 |
|                                       |                       |  | 3.4        | 3.4 |        | 3.4        | 3.4        |   | 3.4        | 3.4 |
| a <b>a a 1</b> a a                    | $a \circ f_{\bullet}$ |  | 3.5        | 3.5 |        | 3.5        | 3.5        |   | 3.5        | 3.5 |
| socks                                 | soft                  |  | 3.6        | 3.6 |        | 3.6        | 3.6        |   | 3.6        | 3.6 |
|                                       | 2314                  |  | 3.7        | 3.7 |        | 3.7        | 3.7        |   | 3.7        | 3.7 |
|                                       |                       |  | 3.8        | 3.8 |        | 3.8        | 3.8        |   | 3.8        | 3.8 |
|                                       |                       |  | 3.9<br>4.0 | 3.9 |        | 3.9<br>4.0 | 3.9<br>4.0 |   | 3.9<br>4.0 | 3.9 |
| block                                 | WITOHO                |  | 4.0        | 4.0 |        | 4.0        | 4.0        |   | 4.0        | 4.0 |
| DIOCK                                 | wrong                 |  | 4.2        | 4.2 |        | 4.2        | 4.2        |   | 4.2        | 4.2 |
|                                       |                       |  | 4.3        | 4.3 |        | 4.3        | 4.3        |   | 4.3        | 4.3 |
|                                       |                       |  | 4.4        | 4.4 |        | 4.4        | 4.4        |   | 4.4        | 4.4 |
|                                       | 1.11-                 |  | 4.5        | 4.5 |        | 4.5        | 4.5        |   | 4.5        | 4.5 |
| wrong                                 | block                 |  | 4.6<br>4.7 | 4.6 |        | 4.6        | 4.6        |   | 4.6        | 4.6 |
| · · · · · · · · · · · · · · · · · · · |                       |  | 4.7        | 4.7 |        | 4.7        | 4.7        |   | 4.7        | 4.7 |
|                                       |                       |  | 4.9        | 4.9 |        | 4.9        | 4.9        |   | 4.9        | 4.9 |
|                                       |                       |  | 5          | 5   |        | 5          | 5          |   | 5          | 5   |
|                                       |                       |  | 6          | 6   |        | 6          | 6          |   | 6          | 6   |
| knock                                 | knock                 |  | 7          | 7   |        | 7          | 7          |   | 7          | 7   |
| KHUCK                                 |                       |  | 8          | 8   | Į l    | 8          | 8          |   | 8          | 8   |
|                                       |                       | Initials   | 1          |     | I      |            |            | 1 | I          |     |